

Virginia

Standards of Learning Assessments

Fall 2004

English: Writing Test

**Manual for School
Test Coordinators**

**Grade 8
End-of-Course**

Test security guidelines restrict persons who have not signed the
Test Security Agreement from reading the actual test questions.

ISBN: 9998670497

School Test Coordinator's Manual

NEW FOR FALL 2004

Please make sure all Examiners are aware that revisions were made to the demographic pages of the answer documents during the Fall 2004 SOL tests administration. Other changes include the following:

- Audits will not be conducted during the Fall 2004 Administration.
- Students eligible to graduate by August 31, 2005, with a standard or advanced studies diploma who have not passed the End-of-Course *English: Writing* test have two opportunities to take the test during the Fall 2004 Administration (Section 4.1).
- Answer Documents – Make certain that the only answer documents distributed to students indicate the school year 2004–2005 in the upper left corner (Appendix F).
 - The placement location for the Pre-ID label has changed. If your division ordered Pre-ID labels, place the label vertically (either direction) within the dotted box on lower left side of the answer document (Appendix F).
 - In addition to Sections A and B on the front cover of the answer document, the student's last name **and** first name must be written in the two boxes (upper right corner) on pages 3 and 5 and also the upper back cover.
 - Students must use only No. 2 pencils when completing the answer document for the multiple-choice component **and** the direct-writing component of the English test.
 - Section F – Grade – Circle T should be gridded for students not currently enrolled, but who had sufficient standard credit to graduate previously and who are returning to retake the SOL *English: Writing* test for verified credit (EOC only).
 - Section O – N-Code – This section is to be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch; (2) receives TANF (Temporary Aid for Needy Families); or (3) is eligible for Medicaid.
 - Section S – Limited English Proficient (LEP) – This section should be gridded only if the student is classified as LEP; otherwise leave blank. **Grid circle A** for students classified as level 1, level 2, level 3, or level 4 of English language proficiency; **grid circle B** for students classified in monitor status (year 1 or year 2); **grid circle C** for those students who are formerly LEP and have exited monitor status within the last two years.
 - Section AA – Special Test Accommodations – The *audiotape version* of the *English: Writing* test is available for students identified as limited English proficient and students with disabilities. Refer to Special Test Accommodations Codes, number 11, in Appendix E.
- There is no need to order special test booklets for read-aloud administrations. Any test form may be used for a read-aloud administration for the Fall 2004 Administration.
- Only one Scoring Service Identification Sheet (SSID, or “header sheet”) will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, regular-audio), (3) alternate forms used for irregularities that require retesting, and (4) second-opportunity testing (EOC only).

Carefully review this *STC Manual*, as well as the *Examiner's Manuals*, for additional information, new wording on procedures, and other changes to instructions on the administration of the Fall 2004 SOL Assessments.

STC's CHECKLIST

Activities Before Test Administration

- ☐ 1. Carefully read this *School Test Coordinator's Manual* as well as any local directions you have been given. Resolve any questions you might have with your DDOT.
- ☐ 2. Assist teachers and Examiners in identifying students who will be tested (Section 4.1).
- ☐ 3. Make certain that suitable testing sites are available (Section 4.2).
- ☐ 4. Schedule all test sessions in your school (Section 4.3).
- ☐ 5. Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary (Sections 4.4 and 4.5).
- ☐ 6. Receive non-secure materials directly from Harcourt Assessment, Inc. and return the receipt verification form to your DDOT no later than October 15 (Section 4.6).
- ☐ 7. Collect a signed *Examiner's/Proctor's Test Security Agreement* from each Examiner and Proctor (Section 4.7).
- ☐ 8. Confirm with each Examiner how student information will be completed on the answer documents (Section 4.8).
- ☐ 9. Make sure that teachers and Examiners understand how to complete answer documents for students who do not take the SOL *English: Writing* test (Section 4.9).
- ☐ 10. Train Examiners (Section 4.10).
- ☐ 11. Receive secure materials from your DDOT and sign the transmittal form (Section 4.11).
- ☐ 12. Before each testing session, ensure that all Examiners have appropriate materials for testing. Refer to the applicable *Examiner's Manual* for this information.

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STC'S CHECKLISTS

Activities Before Test Administration	inside front cover
Activities During Test Administration.	outside back cover
Activities After Test Administration	outside back cover

1. USE OF THIS MANUAL FOR THE FALL 2004 ADMINISTRATION

This *School Test Coordinator's Manual* describes procedures that you and School Test Coordinators (STCs) throughout the state should follow before, during, and after administration of the Fall 2004 Standards of Learning (SOL) Assessments *English: Writing* test. This manual includes the following information:

- test administration dates
- school division responsibilities for SOL testing
- your responsibilities before, during, and after each testing session
- steps for organizing and returning test materials to your DDOT after all testing is completed

Familiarize yourself not only with this manual but also with the *English: Writing Examiner's Manuals* for grade 8 and End-of-Course. Each manual includes specific directions for administering the *English: Writing* test for that level. Remember that instructions for the administration of Special Test Forms are also contained in the *Examiner's Manual*. Take particular care to read all materials and to provide in-depth training to Examiners in your school.

2. TEST ADMINISTRATION DATES

The SOL *English: Writing* test has both multiple-choice and direct-writing (response to a writing prompt) components, which must be administered **statewide** on the following dates:

- October 25 **or** 26, 2004 – multiple-choice component (**main form**)
- October 25 **or** 26, 2004 – multiple-choice component (**alternate form**/second-testing opportunity for eligible students)
- October 27, 2004 – direct-writing component (**main prompt only**)
- October 28, 2004 – direct-writing component (**alternate prompt**/second-testing opportunity for eligible students)

Students scheduled to graduate by August 31, 2005, with a standard or advanced studies diploma who have not passed the End-of-Course *English: Writing* may have two opportunities to take the test during the Fall 2004 Administration.

Please note that graduating seniors are not required to exercise their option for a second opportunity for the *English: Writing* test. However, you are encouraged to offer eligible students the opportunity to take both tests.

Students who are absent on any or all of these dates are to be provided with an opportunity during the make-up period to take the test component(s) they missed. See Section 5.4. You will be responsible for arranging make-up administrations for all students who require them and who will be in attendance during the make-up period. Your Division Director of Testing (DDOT) will provide you with more information about the make-up testing window.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL *English: Writing* test. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education. The DDOT has division-wide responsibility for implementation of SOL test procedures.

School Test Coordinator

As the School Test Coordinator (STC), you have been designated to serve as the point of contact between the DDOT and the school. In this role, you are responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Take particular care to read all materials and provide training to your school's Examiners. Any questions you have regarding the SOL tests should be directed to the DDOT.

The remaining sections of this manual contain more specific information about your duties as School Test Coordinator.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL *English: Writing* test according to the procedures contained in the *Examiner's Manuals* and for maintaining the security of test materials.

4. SPECIFIC DUTIES OF THE SCHOOL TEST COORDINATOR: BEFORE TESTING

Before testing, you should read this manual and the *Examiner's Manuals*. You should also make a special effort to attend training that your DDOT will provide for you and other STCs in regard to your school division's administration of the SOL *English: Writing* tests.

4.1 Identify Students to Be Tested

The Fall 2004 Administration of the SOL *English: Writing* test is designed to accommodate the following groups of students:

1. students who will complete grade 8 English in the fall semester
2. students who will complete high school English classes that cover the grades 9–11 English SOL in the fall semester
3. students who have failed the EOC *English: Writing* test and need to retake it for verified credit. These students do not have to be enrolled in a fall class to take the test. Their participation in the test administration is optional.
4. students who have already left school and are returning to take the SOL EOC *English: Writing* test to earn verified credit

Grade 8 students who have disabilities or who are limited English proficient (LEP) are expected to take the writing test unless it is clearly not in the best interest of the student. It is expected that students enrolled in credit-bearing high school English classes that have covered the grades 9 – 11 English SOL will take the SOL *English: Writing* test. This expectation includes students with disabilities or limited English proficient (LEP) students. Determination as to how students with disabilities and LEP students will participate in the SOL *English: Writing* test should be made in accordance with the following guidelines:

- *Limited English Proficient Students: Guidelines for Participation in the Standards of Learning Assessments* (Appendix B)
- *Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia's Accountability System* (Appendix C)

Work with appropriate staff to determine which students need to be provided with testing accommodations as specified by their Individualized Education Programs (IEPs), 504 management plans, or *LEP SOL Participation Plans*. See Appendix C for the procedures you should follow to provide students with special accommodations during testing.

NOTE

Students eligible to graduate by August 31, 2005, with a standard or advanced studies diploma who have not passed the End-of-Course *English: Writing* test may have two opportunities in the fall administration to earn the required verified credit. Eligible students taking advantage of this opportunity may take both the main and alternate forms of the multiple-choice component of the *English: Writing* test as well as the main and alternate prompts of the direct writing component. Remember that students must take both the multiple-choice and the writing prompt component to receive a valid score. Both testing opportunities must be administered within the identified schedule/and in time to submit materials to meet the local deadlines set by your DDOT.

Should you have questions about the testing of a particular student, contact your DDOT.

4.2 Determine Where Tests Will Be Administered

Make arrangements for appropriate physical conditions for testing. Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for an open test booklet and an answer booklet. Crowding should be minimized and seating arranged to discourage students from copying. It may be helpful to provide Examiners with "TESTING IN PROGRESS: DO NOT DISTURB" signs that may be placed on their doors.

Remember that there are two components of the SOL *English: Writing* test, and each is to be administered on a separate day. Arrangements must be made for testing space on both days.

Students who are not in school on October 25 or 26, 2004, and/or October 27, 2004, must be given an opportunity to take the missed component on a make-up basis. A time and location must also be arranged for each necessary make-up session.

4.3 Schedule Your School's Testing Sessions

The Virginia Department of Education has established the following **statewide** testing dates for the SOL *English: Writing* test:

- October 25 **or** 26, 2004 – multiple-choice component (**main form**)
- October 25 **or** 26, 2004 – multiple-choice component (**alternate form**/second-testing opportunity for eligible students)
- October 27, 2004 – direct-writing component (**main prompt only**)
- October 28, 2004 – direct-writing component (**alternate prompt**/second-testing opportunity for eligible students)

Testing sessions should be scheduled so that each student will take the multiple-choice component on either October 25 or 26, 2004.

The direct-writing component is to be administered at the same time of day to all students in your school. Two separate administrations of the prompt at different times of the day are permissible only if school officials can certify to the Department of Education that there has been no contact between the students who took the direct-writing component first and the students who took the direct-writing component second. Contact your DDOT if you have questions.

Students scheduled to graduate by August 31, 2005, with a standard or advanced studies diploma who have not passed the End-of-Course *English: Writing* test may have two opportunities to take the test during the Fall 2004 SOL Administration. Work with your DDOT to establish testing times for students eligible for second-opportunity testing.

Students who are not in school on these dates must be given an opportunity to take the missed component on a make-up basis. Work with your DDOT to establish a schedule for make-up sessions within your school. Make-up sessions should be scheduled so that all testing is completed in time to meet your division's requirement for the return of materials to the DDOT.

In scheduling the testing sessions, take into consideration that the SOL assessments are untimed tests, but each component of the *English: Writing* test is to be completed in the school day on which it begins. Approximately 75 minutes is expected to be a typical testing time for each component. Some students will take longer; some students will finish early. Students should be afforded as much time as they need to complete each component.

Testing sessions must be scheduled so that they begin early enough to allow students reasonable amounts of time to complete the test before lunch or before the end of the school day.

Students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or exposure to educational materials.

Prior to the first date of testing, develop a plan to accommodate situations in which "allocated" time has elapsed but students have not yet completed the test. For example, these students could be moved to an alternate testing site such as a library or activity room so that they can finish the test.

If students are moved to an alternate testing site to complete their tests, be sure that their test booklets and/or writing prompts and answer documents are collected by the Examiner or Proctor before the move and redistributed only after the students are settled in the new site. While in transit, students must not be allowed to discuss the test with anyone or be given the opportunity to access educational materials.

The SOL English: Writing test administration sessions must take precedence over other scheduled school activities. Testing sessions should not be interrupted by fire drills or other school functions. If testing must be delayed or interrupted by inclement weather or some other emergency, your DDOT will assist you in revising the schedule.

4.4 Select Examiners and Determine Testing Groups

STCs in middle schools or high schools will need to determine how students will be grouped for testing (e.g., in homerooms, in regular English classes, etc.) and which staff members will serve as Examiners.

4.5 Determine the Need for Proctors/Interpreters and Arrange for Assistance

Examiners have been instructed to discuss the need for Proctors with you. Typically, it is recommended to have one Proctor for every 25–30 additional students. In selecting Proctors, be aware that each must also sign the *Examiner's/Proctor's Test Security Agreement* noted in Section 4.7 below. The use of non-school personnel as Proctors should be approached with caution. Proctors should receive the same training as Examiners.

If Proctors are not used, you may wish to arrange to have another adult within calling distance of each testing session so that an emergency situation, such as a student becoming ill, may be handled with a minimum of disruption.

For some accommodations, Interpreters may be required during the testing session. Interpreters are required when a student's IEP or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate.

4.6 Receive Non-Secure Test Materials

In addition to this manual, the following preparatory, non-secure test materials should have been received directly from Harcourt Assessment, Inc. (Harcourt):

- cover letter that explains the use of the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (which is in Appendix D of this manual and also in the *DDOT's Manual*)
- *Examiner's Manuals* (which include the specific directions for administration of the Regular Forms and Special Forms SOL tests)
- answer documents (in packages of 25)
- *Fall 2004 SOL Writing School Master File Sheet*
- school-specific orange Scoring Service ID Sheets (SSIDs, more commonly known as "header sheets")
- paper bands for securing scorable answer documents

These materials are scheduled to arrive sufficiently in advance of test administration for you to use in your training of Examiners and Proctors. In addition, your DDOT will supply you with any local directions for use in your training.

Immediately upon receipt of the testing materials listed above, complete the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* and forward it to your DDOT. A sample of this form is in Appendix D.

Even if there are no discrepancies in your shipment and you do not need any additional materials, you must return the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* to the DDOT as verification that you have received the materials.

4.7 Collect Completed *Examiner's/Proctor's Test Security Agreements*

Make sure that all persons in your school who will have access to the SOL *English: Writing* test booklets or writing prompts have read the *Test Security Guidelines* and signed the *Examiner's/Proctor's Test Security Agreement* before they are given the test booklets or prompts. **Note the Virginia General Assembly 2000 legislation regarding test security.** This security agreement requires that persons involved in test administration exercise the necessary precautions to ensure the security of content and all test materials.

Test Security Guidelines and the *Examiner's/Proctor's Test Security Agreement* are also in Appendix A. These forms are printed in each *Examiner's Manual* and in the *DDOT's Manual*. Make as many copies as necessary of the security agreement. Do not use file photocopies from previous years. Forward the signed forms to your DDOT as directed in Section 6.6, Prepare and Transmit SOL Affidavits and Forms.

Persons who have not signed the *Examiner's/Proctor's Test Security Agreement* may not be allowed access to the SOL *English: Writing* test booklets or writing prompts.

4.8 Determine a Method for Completion of Identification Information on Student Answer Documents

The demographic page of the students' answer documents contains several areas for student identification information. See Appendix F for an example. Some of this information may be completed by either the student or an adult. In other cases, the information must be completed only by the Examiner or another adult. For enhanced accuracy, Examiners may wish to complete all of the student identification information for each student prior to test administration.

In consultation with your DDOT, determine the process that you will use in your school for completing the demographic page of each student's answer document. Incorporate the method into the training of Examiners.

4.8.1 Coding of student demographic information

The demographic pages of the answer document include new sections effective with the Fall 2004 Administration. Samples of the demographic pages are in Appendix F and are also printed in the *Examiner's Manuals*.

Sections A, B, C, D

Do not complete these sections if your school ordered Pre-ID labels.

These sections may be gridded by the students themselves, but to enhance accuracy, you may direct that they be completed by Examiners or other adults prior to testing.

Section E — RACE/ETHNICITY

Students, Examiners, or other adults may complete this section. Students with origins in the Pacific islands may choose to code Pacific Islander or Native Hawaiian. An "unspecified" bubble may be used for students with a multi-ethnic background. A student who does not identify with one of the other race/ethnicity groups may choose to complete the "unspecified" bubble. If students object to completing this section, it may be left blank. See Table 1.

Table 1. Race/Ethnicity Guidelines

RACE/ETHNICITY	GUIDELINE
American Indian or Alaska Native	A person having origins in any of the original peoples of North America who maintains cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippines, and Samoa.
Black (not of Hispanic origin)	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not of Hispanic origin)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Native Hawaiian	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Island.
Unspecified	A person having a multi-ethnic background who does not identify with one of the other groups listed above.

Section F — GRADE

Do not grid “grade” if your school ordered Pre-ID labels. Otherwise, the grade may be gridded by the student or another adult. Circle T should be gridded for students not currently enrolled, but who had sufficient standard credits to graduate and who are returning to take the SOL *English: Writing* test for verified credit. Circle T should be completed by an Examiner or another adult.

Section G — STUDENT NUMBER

You will receive specific directions from your DDOT for completing Section G.

Section H — LOCAL USE #1 and Section I — LOCAL USE #2

You will receive specific directions from your DDOT for completing Sections H or I. Local Use #1 may be used at the division’s option. Local Use #2 should be used only if the Re-Rostered Reports are to be ordered on the Optional Scoring Services (OSS) Order Form. Local Use #2 must be used for the next term’s school building code number. If the code you enter in this field has less than four digits, you must enter zeros in the remaining spaces so that your local code can be read correctly by Scoring Services. Data will be carried on the electronic formats.

Section J — MC FORM and Section K — PROMPT NUMBER

Students, Examiners, or other adults may complete these sections.

Section J, MC Form, is to be completed with the form number of the multiple-choice test booklet the student is administered. On grade 8 answer documents, an “8” is pregridded. The rest of the grid should be gridded with the remainder of the form number that is printed on the front cover of the test booklets. On End-of-Course answer documents, a “1” is pregridded, and the rest of the grid should be gridded with the remainder of the form number that is printed on the front cover of the test booklets.

Section K, Prompt Number, is to be gridded with the prompt number that appears near the top of the student’s writing prompt page.

Correct completion of Section J (MC Form) and Section K (Prompt Number) are essential for correct and accurate scoring. Both sections are located on the FRONT of the grade 8 and End-of-Course answer documents.

Section M — SUBSTITUTE TEST (End-of-Course Only)

Complete this circle if a student is taking one of the following tests instead of the End-of-Course SOL *English: Writing* test for verified credit:

- AP English Language and Composition
- AP English Literature and Composition
- IB English (Higher Level)
- IB English (Standard Level)
- SAT II Writing
- Test of English as a Foreign Language (TOEFL)
- Advanced Placement International English Language (APIEL)
- Cambridge International Examinations: English Language (GCE-AS)
- Cambridge International Examinations: First Language English (IGCSE)
- Cambridge International Examinations: IGCSE English as a Second Language
- ACT WorkKeys Writing

If Section M is completed, nothing should be entered in Section Z, Testing Status.

Section N — A-CODE (GRADE 8 ONLY)

This section is to be completed for students who have been exempted from the grade 8 SOL *English: Writing* test and are participating in the Virginia Alternate Assessment Program (VAAP). If Section N is completed, there is no need to complete Section Z, Testing Status, to explain why the student was not tested.

Section O — N-CODE

This section is to be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch; (2) receives TANF (Temporary Aid for Needy Families); or is eligible for Medicaid.

Section Q — TITLE I/TAS

Students attending schools with schoolwide Title I programs should not complete Section Q. Complete this grid if the student is receiving Targeted Assistance Services under Title I. Mark the subject area in which the student is receiving assistance:

- | | | |
|--------------------|-----------|-----------|
| • Reading and Math | • Math | • History |
| • Reading | • Science | |

Contact the school's Title I Coordinator for more information if needed. If you have additional questions, please call Brenda Spencer, Title I Coordinator, Virginia Department of Education at 804-371-6201 or email: bspencer@mail.vak12ed.edu.

Section R — STUDENT CATEGORY

Grid the appropriate bubble for students meeting the listed criteria:

1. **Migrant:** A child who is, or whose parent or spouse is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work — (A) has moved from one school district to another;

- (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

2. **Homeless:** A child who is homeless and attending any school served by the local education agency.
3. **Neglected or Delinquent:** A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children.

Section S — LIMITED ENGLISH PROFICIENT

This section should be gridded only if the student is classified as LEP and a Pre-ID label is not being used; otherwise, leave blank. Note that even if LEP status is carried on the Pre-ID file, it is not printed on the Pre-ID label.

Complete only one circle if the student meets criteria A, B, or C below.

Grid circle A for students classified as level 1, level 2, level 3, or level 4 of English language proficiency;

Grid circle B for students classified in monitor status (year 1 or year 2); **OR**

Grid circle C for students who are formerly LEP and have exited monitor status within the last two years. (Note: Recent guidance from USED allows Virginia to consider such students in LEP for the purposes of calculating Adequate Yearly Progress).

The criteria for LEP are listed below.

Limited English Proficient (LEP) Students:

As of January 8, 2002, an LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. The law states:

An LEP student is classified as one:		
(A.)		who is aged 3 through 21;
(B.)		who is enrolled or preparing to enroll in an elementary school or secondary school;
(C.)	(i.)	who was not born in the United States or whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
OR		
	(ii.)	(I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
		(II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
OR		
	(iii.)	who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
AND		
(D.)		whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
	(i.)	the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
	(ii.)	the ability to achieve successfully in classrooms where the language of instruction is English; or
	(iii.)	the opportunity to participate fully in society.
[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]		

Section T — SOA ADJUSTMENT

Complete this circle for limited English proficient students and transfer students who meet the criteria listed below.

Limited English Proficient (LEP) Students:

Mark an LEP student in the “SOA Adjustment” section **ONLY** if she/he meets the criteria in Section S **AND** has been enrolled in a Virginia public school for less than 11 semesters. Students who are in membership for the majority of days in a semester are considered to have been enrolled for that semester.

Transfer Students:

Complete the transfer circle in Section T, SOA Adjustment, if the student meets criteria A, B, C, or D below.

- A. Grade 8 – regular schedule: Students enrolled from another school division, another state, private school, or home instruction **AFTER** the 20th instructional day following the opening of school

If a student taking the grade 8 writing test enrolled on or before the 20th instructional day after the opening of school, do not grid the “Transfer” circle in Section T. There are NO exceptions.

- B. Grade 8 – block schedule: Students enrolled from another school division, another state, private school, or home instruction **AFTER** 20 instructional hours have elapsed since the beginning of the fall semester

If a student taking the grade 8 writing test enrolled on a block schedule prior to the elapse of 20 instructional hours, do not grid the “Transfer” circle in Section T. There are NO exceptions.

- C. End-of-Course – Students enrolled from another state, private school, or home instruction **AFTER** 20 instructional hours have elapsed since the beginning of the school year (or semester, if on block schedules)

- D. Grade 8 or End-of-Course – Students who have transferred out of and back into the division during the school year and have been carried in your division’s membership for 50% or less of the school year (or 50% of the semester for those on block schedules)

Section U — X-Code

This section is not to be completed unless you are instructed to do so by the DDOT.

Section V — DISABILITY STATUS

If your division has ordered Pre-ID labels with disability status on the Pre-ID file, this grid should not be completed on the back cover of the answer documents. The Pre-ID label will carry the disability code after the student name.

Only an Examiner or another adult is to complete this section. A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an IEP or 504 Plan. See Table 2 and Appendix C for detailed information. Table 2 lists the Disability Status Codes to be used in completing Section V, Disability Status, on the answer document.

Table 2. Disability Status Codes

Use the following Disability Status Codes to complete Section V for any student who is identified as having a disability. Use categories 1–14 and category 16 for students who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)* and who have Individualized Education Programs (IEPs). Use category 15 for “otherwise qualified handicapped” students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*.

Table 2. Disability Status Codes

CODE	DISABILITY STATUS		CODE	DISABILITY STATUS
1	Mental Retardation		9	Speech/Language Impairment
2	Severe Disabilities		10	Other Health Impairment
3	Multiple Disabilities		11	Blank
4	Orthopedic Impairment		12	Deaf-Blind
5	Visual Impairment (including blindness)		13	Autism
6	Hearing Impairment/Deaf		14	Traumatic Brain Injury
7	Learning Disability		15	Otherwise Qualified Handicapped under Section 504
8	Emotional Disturbance		16	Developmental Delay (through age 8)
17–20	These circles should be left blank (positions not used).			

Section W — CAREER AND TECHNICAL EDUCATION

You will receive specific directions from your DDOT for completing Section W. Work with your local Career and Technical Education Administrator to determine how this section needs to be completed for students in your division. This grid is printed only on the End-of-Course answer documents.

Section X — SPECIAL CODE

Section X is not to be completed unless authorized by the Department of Education.

Section Y — ADDITIONAL TEST CODES (END-OF-COURSE ONLY)

Complete the retest grid for any student currently enrolled who has already received the required standard credit in English (i.e., has passed the class) and is retaking the End-of-Course *English: Writing* test for verified credit.

Section Z — TESTING STATUS

Following the completion of make-up testing, only an Examiner or another designated adult is to complete this section to explain why a student did not take one or both of the components of the *English: Writing* test. Complete instructions are in the *Examiner's Manuals*.

Table 3. Coding “Testing Status”

GRID CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	Absent.
2 = IEP or 504 Plan	In Grade 8 and exempted from taking the test by way of her/his IEP or 504 Plan. Circle 2 is not applicable for End-of-Course.
3 = Limited English Proficient (LEP)	In Grade 8 and exempted from taking the test by way of her/his LEP documentation. Circle 3 is not applicable for End-of-Course.
4 = Medical Emergency	Unable to take the test due to a medical emergency.
5 = Refusal/Disruptive	Too disruptive or refused to take the test.
6 = Alternate Form Used	Grid circle 6 only if instructed to do so by your DDOT.
7 = Student Cheated	Grid circle 7 only at the direction of your DDOT if it is determined that a student cheated.
8 = Other	Grid circle 8 only if instructed to do so by your DDOT.
9 = Student has already passed this test	Grid circle 9 if the student previously passed this test but is retaking the class/course.
10 = Other	Grid circle 10 only if instructed to do so by your DDOT.
11 = Other	Grid circle 11 only if instructed to do so by your DDOT.
12 = Other	Grid circle 12 only if instructed to do so by your DDOT.

Table 3 explains the options for completing Section Z, Testing Status.

Section AA — SPECIAL TEST ACCOMMODATIONS

Only an Examiner or another designated adult is to complete this section. It must be filled out for students who receive testing accommodations as specified in their IEPs or 504 Plans or on their *LEP SOL Participation Plans*. All accommodations that apply to a student must be entered; accuracy is critical.

Make sure that Examiners are aware that Section AA shows **only** the circles for allowable accommodations. Appendix E shows the specific testing accommodations that correspond to the numbers shown in the Special Test Accommodations section for each test. It should be noted that the multiple-choice writing component and the direct-writing component have different allowable accommodations. Refer to the diagrams on the following page to properly complete the Special Test Accommodations section. This information is also included in the *Examiner's Manuals*.

In addition, if any accommodation is gridded in Section AA, the student's primary disability must be entered in Section V, Disability Status, and/or the LEP circle in Section S, Limited English Proficient, must be gridded. The *audiotape versions* of the *English: Writing* tests are available for students identified as limited English proficient and students with disabilities. Refer to Special Test Accommodations Codes, number 11 in Appendix E. School personnel must resolve any issues or uncertainties regarding a student's special accommodations, disability status, and/or LEP status **before answer documents are submitted for scoring.**

	SPECIAL TEST													ACCOMMODATIONS											
Mult. Choice	1	2	3	4	5	6	7	8	9	10	11	12	13	17	18	20	21	22	23	27	A	B			
Direct Writing	1	2	3	4	5	6	7	8	9	10	11	12	13	17	18	20	21	22	23	24	25	27	A	B	

Regarding Students with Disabilities:

- 17 The circle in the shaded box above is not applicable for a student with disabilities, unless the student is ALSO identified as LEP. If the student is identified as having a disability but not as LEP, DO NOT GRID.

Do not grid circles A-B unless instructed to do so by your DDOT.

	SPECIAL TEST													ACCOMMODATIONS											
Mult. Choice	1	2	3	4	5	6	7	8	9	10	11	12	13	17	18	20	21	22	23	27	A	B			
Direct Writing	1	2	3	4	5	6	7	8	9	10	11	12	13	17	18	20	21	22	23	24	25	27	A	B	

Regarding LEP Students:

- 5 Circles in the shaded boxes above are not applicable for an LEP student, unless the student is ALSO identified as having a disability. If the student is identified as LEP but does not have a disability, DO NOT GRID.

4.8.2 Pre-ID service

Remember to consult with your DDOT to determine whether your school division has purchased the Pre-ID bar-code label service. A sample demographic page with a Pre-ID label is in Appendix F. If so, some of the student information fields will not need to be completed.

If ordered, the Pre-ID labels will carry the disability code after the student's name. LEP status, economically disadvantaged information, and career and technical information, however, are not printed on the Pre-ID label, even if they were included in the Pre-ID file. Therefore, it is not necessary to grid these sections on the student's answer document.

Check with your DDOT to determine what information was included in the Pre-ID file. Even if information does not appear on the Pre-ID label, it may still be on the Pre-ID file that will appear on the school division's final reports.

4.8.3 Completing special codes

A list of the disability codes that Examiners will use in completing Section V, Disability Status, on the answer document is in Table 3. A table showing the allowable testing accommodations and the corresponding numeric codes to be used in completing Section AA, Special Test Accommodations, can be found in Appendix E.

SPECIAL CODES

To avoid unnecessary delays in score report processing, accurate gridding is critical for Section V, Disability Status; Section S, Limited English Proficient; and Section AA, Special Test Accommodations.

- Certain accommodations are not allowable for some tests, but are allowable for other tests. Only allowable accommodation circles are printed on the answer document. Make sure that Examiners have gridded only allowable accommodations.
- Make sure that every student with an allowable accommodation has an identified disability (Section V, Disability Status) or is identified as LEP (Section S, Limited English Proficient), or both, **AND** that the accommodation corresponds appropriately to the student's disability and/or LEP status as noted in Appendix E.

If neither Section V nor S is gridded for a student with an accommodation, or if a gridded accommodation is inappropriate to the student's disability or LEP status, the situation must be resolved prior to submission of the answer documents for scoring.

- For students who were not allowed accommodations, make sure that circles are not gridded and that there are no stray marks in Section AA.

Verify with your DDOT the proper procedure for coding. If these codes are not entered properly, a delay in scoring will occur and score reports may not be available prior to the close of the school term.

Be sure that Examiners review and understand Section 6.2 of the *Examiner's Manuals*, Completion of Demographic Page Codes. In your Examiner's training, make sure that Examiners understand which accommodations are and are not available for students with disabilities and students who have limited English proficient status.

4.9 Plan for Coding of Students Not Tested

An answer document must be completed for every student who can be identified for Fall 2004 testing as described in Section 4.1, Identify Students to Be Tested. This includes students who were not tested because they were absent, refused to take the test or were disruptive, were involved in a medical emergency, or for grade 8 students who were exempted from testing by their IEP, 504 management plan, or *SOL LEP Participation Plan*. For each student not tested, an answer document must be completed to collect student identification information as well as information on why the student was not tested.

Because absent students are to be afforded an opportunity for make-ups, do not complete this information until after all make-up testing is completed. You should decide if you, Examiners, or other adults will complete the demographic information on answer documents for students who are not tested, including Section Z, "Testing Status," to indicate the reason the student did not take either component of the test. Two "Testing Status" circles must be completed for students who did not test: one for the multiple-choice component and one for the direct-writing component.

Section Z, "Testing Status," contains the following options. Note that Examiners are directed in their *Examiner's Manuals* to complete circles 6–12 only with direction from you.

**Completing the "Testing Status" Grid for Students
Who Took ONLY ONE Component of the *Writing* Test**

NOTE: Complete this section to explain why students did not take a particular component of the test.
See Table 3 for the specific codes.

Sample: Grade 8

If the student missed **only** the **multiple-choice component**,
grid **only one** of the first five circles in the **top** row.

Z	TESTING STATUS											
1	2	3	4	5	6	7	8	9	10	11	12	
MARK ONLY ONE BUBBLE FOR EACH												
1	2	3	4	5	6	7	8	9	10	11	12	
COMPONENT NOT ADMINISTERED												

If the student missed **only** the **direct writing component**,
grid **only one** of the first five circles in the **bottom** row.

Z	TESTING STATUS											
1	2	3	4	5	6	7	8	9	10	11	12	
MARK ONLY ONE BUBBLE FOR EACH												
1	2	3	4	5	6	7	8	9	10	11	12	
COMPONENT NOT ADMINISTERED												

Do not grid circles 6 through 12
unless instructed to do so by
your DDOT.

**Completing the "Testing Status" Grid for Students
Who Took NEITHER Component of the *Writing* Test**

If the student took **neither** the multiple-choice
component **nor** the direct-writing component,
grid **one** of the first five circles in **each** row.

Z	TESTING STATUS											
1	2	3	4	5	6	7	8	9	10	11	12	
MARK ONLY ONE BUBBLE FOR EACH												
1	2	3	4	5	6	7	8	9	10	11	12	
COMPONENT NOT ADMINISTERED												

Do not grid circles 6 through 12
unless instructed to do so by
your DDOT.

4.10 Train Examiners

It is your responsibility to conduct training of your school's Examiners so that they can successfully conduct the SOL test administration. This training should cover the following topics for both Regular-Print and Special Test Forms administrations if you will have any Examiners administering Braille, large-print, or audiotape versions of the test forms:

- responsibilities of Examiners
- security requirements, including use of the *Examiner's/Proctor's Test Security Agreement* and the Virginia General Assembly 2000 Legislation on test security (Appendix A)
- test schedule
- providing eligible students who are scheduled to graduate by August 31, 2005, two opportunities to take both components (multiple-choice and direct-writing) of the *EOC English: Writing* tests
- preparing students for testing
- appropriate room preparation
- providing accommodations for students
- coding of identifying information on student answer documents, including special codes
- coding of Sections J and K on the answer document's demographic page for a multiple-choice form and prompt numbers (Both sections are on the FRONT of the grade 8 and End-of-Course answer documents)
- conducting SOL testing under standardized conditions using the *Examiner's Manuals*
- monitoring students during testing
- use of classroom Proctors and/or Interpreters (if necessary)
- identifying and reporting testing irregularities
- handling emergencies
- coding for students not tested
- completing the SSID sheets
- packaging and return of materials after testing

Examiners may review the *Examiner's Manuals* before the day of testing. In your distribution of manuals, remember to include itinerant vision teachers or homebound teachers who will be administering the writing *English: Writing* test to students who are in your school or who are homebound. You may wish to collect the *Examiner's Manuals* after training and then redistribute them on the day of testing to ensure that all Examiners have a copy for test administration.

4.11 Receive Secure Test Forms Materials

You should receive your school's carton(s) of secure SOL *English: Writing* test materials from your DDOT no earlier than 96 hours (four school days) before testing is to begin. You will receive writing test booklets, main writing prompts, and a smaller quantity of alternate prompts for make-up testing at each grade level. See Section 5.4 regarding use of alternate prompts. A flyer printed on colored card stock will be inserted in the boxes to identify them as alternate testing materials.

As secure materials, the carton(s) of SOL test materials must be kept in a locked location accessible only to you and the school principal. You must acknowledge receipt of the secure test materials by completing the appropriate section of the *SOL School Test Booklet English: Writing Prompt Transmittal Form* which will be provided by your DDOT and will accompany the materials. Verify that the number of cartons conveyed by this form is indeed correct before signing the transmittal form.

Immediately upon receipt of your secure materials, inventory all materials against the school packing list contained in box #1 of the shipment. For **writing multiple-choice test booklets**, the package cover sheet shows the quantity of booklets in the package and the test form number for those booklets. Test booklets will arrive in packages of 5. The quantity of packages received must match the quantity shown on the cover sheet.

For **direct-writing prompts**, the package cover sheet will show the prompt number and the quantity of 10 prompts in the package. In the "Packing List Quantity" column, record the counts shown on packing lists. Then record the total counts of all test booklets and writing prompts received in the "STC Received" column of the *School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form* in Appendix H. Shrink-wrapped packages do not need to be broken for this inventory; however, test booklet and writing prompt counts should be obtained by multiplying the number of packages times the package counts. **If you discover a shortage or discrepancy in secure testing materials, contact your DDOT immediately.**

Locate the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* (Appendix J) and *SOL Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* (Appendix K) in this manual and photocopy each. These transmittal forms will be used to check out test booklets and writing prompts to Examiners on each day of testing. You will use one of these forms per grade if more than one grade in your school is participating in the *SOL English: Writing* assessment.

4.12 Receive Secure Special Test Forms Materials

If you have students who will take the Braille, large-print, or audiotape versions of the *English: Writing* test, make sure that you have received these special test materials from your DDOT. Please also direct your attention to Section 7 of this manual for specific instructions on receiving these Special Test Forms materials. *SOL English: Writing Special Test Forms School Transmittal Document* and *SOL English: Writing Test Forms Classroom Transmittal Document* are in Appendix N. These forms are used to track the transfer of special test materials.

4.13 Using SSIDs or "Header Sheets"

Only one Scoring Service Identification Sheet (SSIDs or "header sheet") will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, regular-audio), (3) alternate forms used for irregularities that require retesting, and (4) second-opportunity testing.

NOTE: During the transition from three SSID sheets to one SSID sheet, please note that the SSID sheets you receive for the Fall administration will have "Regular Testing Material Header" printed at the top. However, this orange SSID sheet may be used for any bundle of answer documents, including Special Test Forms (Braille, large-print, and regular-audio), and administrations using the alternate form for irregularities that require retesting.

There must be a preprinted SSID for every paper-banded bundle of answer documents. See the samples in Appendix L.

5. SPECIFIC DUTIES OF THE SCHOOL TEST COORDINATOR: DURING TESTING

5.1 Administration Audits

Audits will not be conducted in the Fall 2004 Administration.

5.2 Coordinate Your School's Administration of the Multiple-Choice Component (October 25 or 26, 2004)

5.2.1 Conduct check-out of secure test materials to Examiners

On October 25 or 26, 2004, *SOL English: Writing* test booklets must be checked out to Examiners using the *SOL Examiner's Test Booklet Transmittal Form/Affidavit*. Examiners must initial this form verifying their receipt of the test materials listed. This form is in Appendix J of this manual. Make as many photocopies of this form as is necessary. If you are administering Special Test Forms, see Section 7 for instructions on transmitting these materials to Examiners.

Please note that upon opening a package **but before distributing its contents to students**, Examiners must count the number of test booklets contained in the package and complete the package's cover sheet, checking off the applicable box and signing and dating the cover sheet. Each package of multiple-choice test booklets will contain a cover sheet that shows:

- a package number unique to the booklets contained in the package, and
- the form number of the test booklets contained in that package.

See Appendix I for a sample of the cover sheet that will be included in the packages of test booklets. If an Examiner must open more than one package of test booklets, the cover sheet in each package must be completed. Examiners must return all cover sheets to you, along with all test booklets, immediately after the testing session has concluded.

If necessary, you may break packages of test booklets in order to distribute them most efficiently to the Examiners. Photocopy the package cover sheet and write the new quantity of test booklets on the copy. Each divided set must have a cover sheet. The security of the test booklets must be maintained at all times.

Provide each Examiner with the following test materials:

- Fall 2004 *English: Writing Test Examiner's Manual*
- *English: Writing* multiple-choice test booklets
- *English: Writing* answer documents
- "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available

5.2.2 Monitor test administration

Monitor the administration of the *SOL English: Writing* multiple-choice component while it is being conducted in your school. Be actively involved in test administration by carefully supervising the procedures described in this manual and the *Examiner's Manuals*. Be available to answer questions and deal with problems as they arise.

5.2.3 Identify and resolve testing irregularities

The *Examiner's Manuals* instruct Examiners to immediately report any testing irregularities to you. A testing irregularity is any occurrence which may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to a student
- testing accommodations specified in a student's IEP, 504 management plan, or *LEP SOL Participation Plan* are not provided
- a student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP SOL Participation Plan*
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet, writing prompt, or used answer document is missing
- any unused/unassigned test booklet or writing prompt is missing

All testing irregularities must be recorded on the *SOL English: Writing Test Irregularity Form*, found in Appendix G of this manual, and submitted to your DDOT within 24 hours of occurrence. Photocopy the form as needed. Either you or the Examiner may complete the form. The DDOT will give you guidance in the proper way to resolve specific testing irregularities. There may be times when the DDOT will need to consult with the Department of Education staff regarding proper resolution of a testing irregularity.

NOTE

In order to process the testing irregularities, it is important to do the following:

- write legibly (please PRINT the description)
- complete the division and school code
- include the name of each student involved ONLY if the student needs to be retested with an alternate form
- include the correct form number and prompt number

5.2.4 Check in test materials at the end of each testing session

The *Examiner's Manuals* instruct Examiners to return test materials to you as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students. **All test materials must be returned to you no later than the end of this school day.**

When the test materials are returned to you, count the test booklets and initial the *SOL Examiner's Test Booklet Transmittal Form/Affidavit* to verify that all test booklets and answer documents have been returned. Immediately report any missing test booklets by filling out an *SOL English: Writing Test Irregularity Form* and submitting it to your DDOT.

As you place the answer documents in a secure location, remember that they will be needed for the administration of the direct-writing component on October 27, 2004.

Examiners may be allowed to retain the *Examiner's Manuals* to use to administer the direct-writing component.

5.3 Coordinate Your School's Administration of the Direct-Writing Component

5.3.1 Conduct check-out of secure test materials to Examiners

On October 27, 2004, check out **unopened** packages of writing prompts to Examiners, using the *SOL Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit*. This form is in Appendix K of this manual. Examiners must initial this form to verify their receipt of the test materials listed. The quantity of prompts entered in the "Writing Prompt Quantity" column must equal a multiple of 10.

On October 28, 2004, check out **unopened** packages of writing prompts to examiners who are administering the alternate prompts to students who are eligible for second-opportunity testing using the *SOL Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit*. This form is in Appendix K of this manual. Examiners must initial this form to verify their receipt of the test materials listed. The quantity of prompts entered in the "Writing Prompt Quantity" column must equal a multiple of 10.

The Examiner cannot open the sealed packages of writing prompts more than 30 minutes before the direct-writing testing session. Examiners must also count the number of prompts contained in each opened package and complete the cover sheet supplied in each package.

Provide each participating Examiner with the following test materials:

- Fall 2004 *English: Writing Examiner's Manual*
This may not be necessary if Examiners have kept their manuals since the conclusion of the testing session for the multiple-choice component.
- unopened packages of writing prompts
- *English: Writing* answer documents
IMPORTANT: For the SOL *English: Writing* test, each student is to complete only ONE answer document. The answer document that each student used for the multiple-choice component must be the same answer document given to her or him for the direct-writing component.
- "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available

REMEMBER: Sealed packages of writing prompts must not be opened more than 30 minutes before the test session for the direct-writing component.

5.3.2 Monitor test administration

Monitor the administration of the SOL direct-writing component as it is being conducted in your school. Be actively involved in test administration by carefully supervising the procedures described in this manual and the *Examiner's Manuals*. Be available to answer questions and deal with problems as they arise.

5.3.3 Identify and resolve testing irregularities

The *Examiner's Manuals* instruct Examiners to immediately report any testing irregularities to you. See Section 5.2.3 of this manual for a list of possible testing irregularities and the procedure for handling them if they occur.

5.3.4 Check in test materials at the end of each testing session

The *Examiner's Manuals* instruct Examiners to return test materials to you as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students. **All test materials, including package cover sheets, must be returned to you no later than the end of this school day.**

When the test materials are returned to you, verify the receipt of all materials using the information in Section 6.1, Receive All Testing Materials from Examiners.

5.4 Conduct Make-Up Session(s)

Students who are absent on October 25 or 26 and/or October 27, 2004, must be provided with an opportunity to take on a make-up basis the test component(s) they missed.

- All make-up sessions must be completed in time for you to submit materials to meet the local deadlines set by your DDOT. You should schedule make-up testing sessions as necessary and secure appropriate numbers of Examiners and Proctors for these sessions.
- Students who miss the October 27 direct-writing administration will not write to the same writing prompt used on October 27. Instead, students taking the direct-writing component on a make-up basis will write to an alternate prompt. Copies of the alternate prompt will be included in the carton of test materials you will receive from your DDOT. A flyer printed on colored card stock will be inserted in the boxes to identify these as alternate testing materials.
- After make-up sessions have been completed, the answer document of each student who has taken a make-up test must be grouped with the answer documents used by students in her/his regular classroom.

6. SPECIFIC DUTIES OF THE SCHOOL TEST COORDINATOR: AFTER TESTING

After testing is complete, your responsibilities include accounting for, ensuring accuracy of, and transmittal of test materials. At the close of the last testing session, Examiners will return test booklets and/or writing prompts. In addition, Examiners will also return completed student answer documents to you along with the completed Scoring Service ID Sheet (SSID, more commonly known as the "header sheet"). You will then have the responsibility of verifying and packaging student answer documents, completed SSIDs, and completed *Fall 2004 SOL Writing School Master File Sheets* for transmittal to the DDOT.

6.1 Receive All Testing Materials from Examiners

GROUP 1: Student Answer Documents – After each testing session, Examiners are to return all answer documents to you. After both the multiple-choice AND the direct-writing components have been completed, each Examiner will

- inspect the students' answer documents
- bundle them with the paper bands provided
- verify and complete the preprinted SSID sheets (orange)
- place the SSID sheet on top of the test materials inside the paper band

Answer documents for Regular and Special Test Forms (Braille, large-print, and regular-audio), administrations using the alternate multiple-choice form for irregularities that require retesting, and administrations for graduating seniors taking advantage of a second-testing opportunity should be bundled separately as described in Section 6.4 in the EOC or Grade 8 *English: Writing Examiner's Manuals*.

Review each bundle of answer documents submitted by each Examiner as described in Section 6.2.1.

In the case of a damaged answer document, Examiners have been instructed to transcribe the student's answers, writing response, and demographic information onto a new answer document; have a second adult verify the transcription; write the word "VOID" on the demographic page of the original answer document; and give it to you for return. However, damaged answer documents must **not** be included in the bundles of documents that are to be scored.

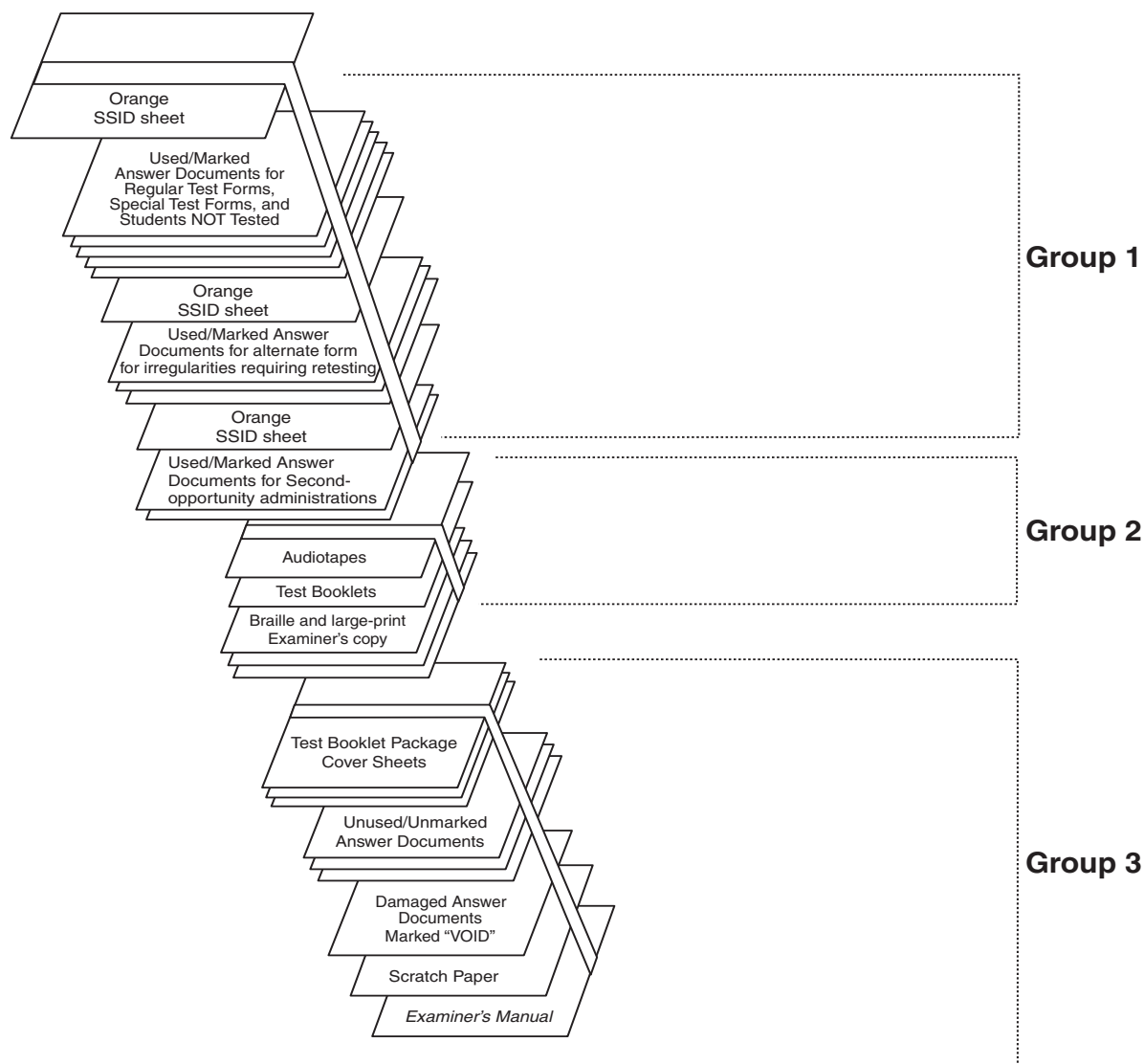
GROUP 2: Test Booklets and Writing Prompts – After each testing session, verify in the presence of the Examiner (and Proctor, if applicable) that you have received all test booklets and/or writing prompts.

- After administration of the multiple-choice component, initial the "IN" column on the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit*. Also, collect a completed package cover sheet for each package of writing test booklets that has been opened. Attach the cover sheets to the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* to be forwarded to your DDOT. Photocopy any cover sheet that notes a discrepancy and attach it to the *SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form*. Immediately report any lost test booklets by filling out an *SOL English: Writing Test Irregularity Form* and submitting it to your DDOT.
- After administration of the direct-writing component, initial the "IN" column on the *SOL Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit*. Also, collect a completed direct writing prompt cover sheet for each package of writing prompts that has been opened. Attach the cover sheets to the *SOL Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* to be forwarded to your DDOT. Photocopy any cover sheet that notes a discrepancy and attach it to the *SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form*. Immediately report any lost writing prompts by filling out an *SOL English: Writing Test Irregularity Form* and submitting it to your DDOT.

Each Examiner (and Proctor, if applicable) must sign the "Examiner's/Proctor's Affidavit" column of the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and the *SOL Examiner's/Proctor's Writing Prompt Transmittal Form*. These affidavits certify that each Examiner (and Proctor) has followed the proper administration procedures in administering the *SOL English: Writing* test to all students.

GROUP 3: Non-Secure Test Materials – After each testing session, Examiners are to return all non-secure materials to you. (Exception: After the October 25 or 26, 2004 administrations of the multiple-choice component, Examiners who will administer the direct-writing component on October 27, 2004, may retain their copy of the *Examiner's Manual*.)

Examiners will return three groups of materials as shown in the following diagram.

PACKAGING SEQUENCE**6.2 Check Materials Received from Examiners****6.2.1 Inspect paper-banded groups of answer documents**

Each bundle of answer documents should be wrapped with a paper band.

PAPER BAND EXAMPLE	
School	<u>East Wing</u>
Grade	<u>8 - Writing</u>
	<u> </u> of <u> </u>

Check to see that each Examiner has printed the school, test level, and subject on the paper bands. If the Examiner has not supplied the information, please refer to the completed SSID sheet and print the necessary information on the paper bands.

Examiners have been instructed to leave “__ of __” blank. You will complete this information following instructions in Section 6.3.2.

In packaging, be sure you do not bind answer documents with clips or rubber bands; they will damage answer document edges.

6.2.2 Verify information on Scoring Service Identification Sheets (“SSIDs” or “headers”)

Only one Scoring Service Identification Sheet (SSID or “header sheet”) will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, regular-audio), (3) alternate forms used for irregularities that require retesting, and (4) second-opportunity testing (EOC only).

You are responsible for ensuring that SSIDs are completed accurately by the school’s Examiners. A sample SSID is in Appendix L. Review the SSID as follows:

1. There must be one preprinted orange SSID for every paper-banded bundle. SSIDs must be the computer-generated, preprinted SSIDs received from Harcourt Assessment, Inc. If any photocopied SSIDs are found, call your DDOT to obtain an unused, preprinted SSID. If an SSID is missing, complete one for the bundled group.

All used/marked answer documents should be bundled in the manner described in Section 6.4 of the *Examiner’s Manuals*.

2. All information printed and gridded on side 1 and, if used, side 2 of each SSID must be complete and accurate. See the *Examiner’s Manuals* for complete instructions.

Verify that the information preprinted by Harcourt Assessment, Inc. (division name, division code, city, state, school name, school code, and grade) is correct. The grade should be preprinted and computer-gridded. Make sure the grade matches that bundle of answer documents. If the grade is blank, grid the circle for the proper grade level.

The SCHOOL NAME and SCHOOL CODE fields preprinted by Harcourt Assessment, Inc. **may not be altered.** *Alteration of these fields will require resolutions with your DDOT and may cause delays in reporting of your SOL test results.*

Follow your local instructions regarding whether side 2 of the SSID is to be completed. If so, make sure that the information is gridded accurately.

3. In the NUMBER OF DOCUMENTS field, verify that an accurate count of scorable booklets is printed and properly gridded on each SSID sheet. Numbers are to be right-justified. Enter zeros to the left of the number to completely fill the four-digit field. For example, 32 documents would be printed and gridded as 0032. The total count of scorable answer documents must include documents for all students, both tested and (if applicable) non-tested.

To avoid unnecessary delays in report processing, the submitted count of answer documents entered in the NUMBER OF DOCUMENTS field must be accurate. If you are uncertain about which answer documents to count, ask your DDOT.

4. An orange SSID must be completed for each group of answer documents.

Answer documents for Regular and Special Test Forms (Braille, large-print, and regular-audio), administrations using the alternate multiple-choice form for irregularities that require retesting, and administrations for graduating seniors taking advantage of a second-testing opportunity should be bundled separately as described in Section 6.4 in the EOC or Grade 8 Writing *Examiner’s Manuals*.

6.2.3 Inspect answer documents

Make sure that all Examiners have inspected students' answer documents. Perform spot checks to ensure that all answer documents are undamaged and complete and that they contain all appropriate identification information. Careful inspection of the students' answer documents will help prevent scoring delays.

1. Inspect answer documents for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pen, felt-tipped pen, or hard or colored pencils will not be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil.
2. In the multiple-choice answer sections, stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased.
3. Remove any extraneous materials or loose sheets of paper from the section that contains the writing response, but **DO NOT ALTER THE STUDENTS' WRITTEN RESPONSES IN ANY WAY**. Loose papers will not be scored.
4. Before inspecting the demographic pages, you may wish to review Section 6.2 of the *English: Writing Examiner's Manual* and Tables 1, 2, and 3 in this manual. These procedures are to be followed:
 - a. Handwritten information (student's name, teacher name, school name, etc.) must be legibly entered in the spaces provided in Section A at the top of the demographic page.
 - b. Machine-read identification (student's name, date of birth, gender, etc.) must be complete and accurately filled in with dark No. 2 pencil marks. Make sure all sections have been completed.
 - c. Special attention must be given to the accuracy of the information in Section J, MC Form. Verify that Section J is completed on the answer document of every student who took the multiple-choice test; failure to complete Section J may result in scoring delays. If a student did not take the multiple-choice component, the MC Form grid may be left blank.
 - d. Section K, Prompt Number, must be accurately gridded for every student who took the direct-writing component. If a student did not take the direct-writing component, the Prompt Number grid should be left blank.
 - e. After all make-up testing is completed, Examiners are to complete Section Z, Testing Status, for any student who was unable to take either the multiple-choice or direct-writing component, or both. Spot check to ensure that Section Z has been properly completed for all such students. See Section 4.9 for hints on completing the Testing Status grid.
 - f. Verify that Examiners or other designated adults have completed Sections G, H, I, N, O, Q, R, S, T, V, W, X, Y, Z, and AA for all students for whom these sections are applicable. Section F, Circle T should be completed by an Examiner or another adult if the student is returning to take the test for verified credit.
 - g. Verify that any applicable fields have been completed per DDOT instructions:
Section F – "T" for test takers (students returning to take the test for verified credit)
Section G – STUDENT NUMBER
Section H – LOCAL USE #1
Section I – LOCAL USE #2

Section W – CAREER AND TECHNICAL EDUCATION (End-of-Course only)

Section R – STUDENT CATEGORY

- h. Referring to the accommodation codes listed in Appendix E, verify that Section AA, Special Test Accommodations, has been accurately completed for students who took the test with an accommodation.
- i. Section T, SOA Adjustment, must be completed for limited English proficient students and transfer students using the criteria set forth in the *Standards for Accrediting Public Schools in Virginia*. The criteria that must be followed are described in Section 4.8.1, Standards of Accreditation (SOA) Adjustment. Only an Examiner or another adult is to complete Section T on the answer document.
- j. Section M, Substitute Test, must be gridded for students who took a substitute test instead of the SOL End-of-Course *English: Writing* test. If Section M is completed, it is not necessary to complete Section Z, Testing Status.

6.2.4 Ensure proper orientation of scannable documents

Answer documents and SSID sheets have one corner cut at an angle. If all answer booklets and SSID sheets are properly positioned, this corner-cut should line up for all documents in the bundle.

6.3 Prepare and Transmit Set A – Scorable Test Materials

The following sections describe preparation of all test materials for delivery to the DDOT after testing. For ease of assembly, materials are grouped into two different sets: Set A for scorable materials and Set B for non-scorable materials.

Once all scorable answer documents have been inspected and organized as described in Section 6.2, you are ready to assemble and return them to the DDOT. Do not pack voided answer documents with Set A scorable materials.

6.3.1 Complete the *Fall 2004 SOL Writing School Master File Sheet*

1. Verify the number of bundled groups and the total number of answer documents for each grade. **Irregularity testing material and second-opportunity testing material bundles (SSID sheets and answer documents), if any, must remain with bundles for the appropriate grade. Place them at the top of the stack of regular and special test forms answer documents for each grade level.**
2. For each grade tested, complete the *Fall 2004 SOL Writing School Master File Sheet*. A sample is in Appendix M of this manual. Enter the number of bundled groups in the NUMBER OF GROUPS column and the total number of answer documents in the NUMBER OF DOCUMENTS column.

The counts you enter on the *Fall 2004 SOL Writing School Master File Sheet* will be used by your DDOT to help verify whether your school's shipment of answer documents is complete. If an incorrect count is recorded, processing at the Scoring Center may be delayed until accurate numbers are determined.

The count of answer documents must include a document **for each enrolled student**, including those who did not take the tests.

If you are uncertain about how to make these counts, ask your DDOT.

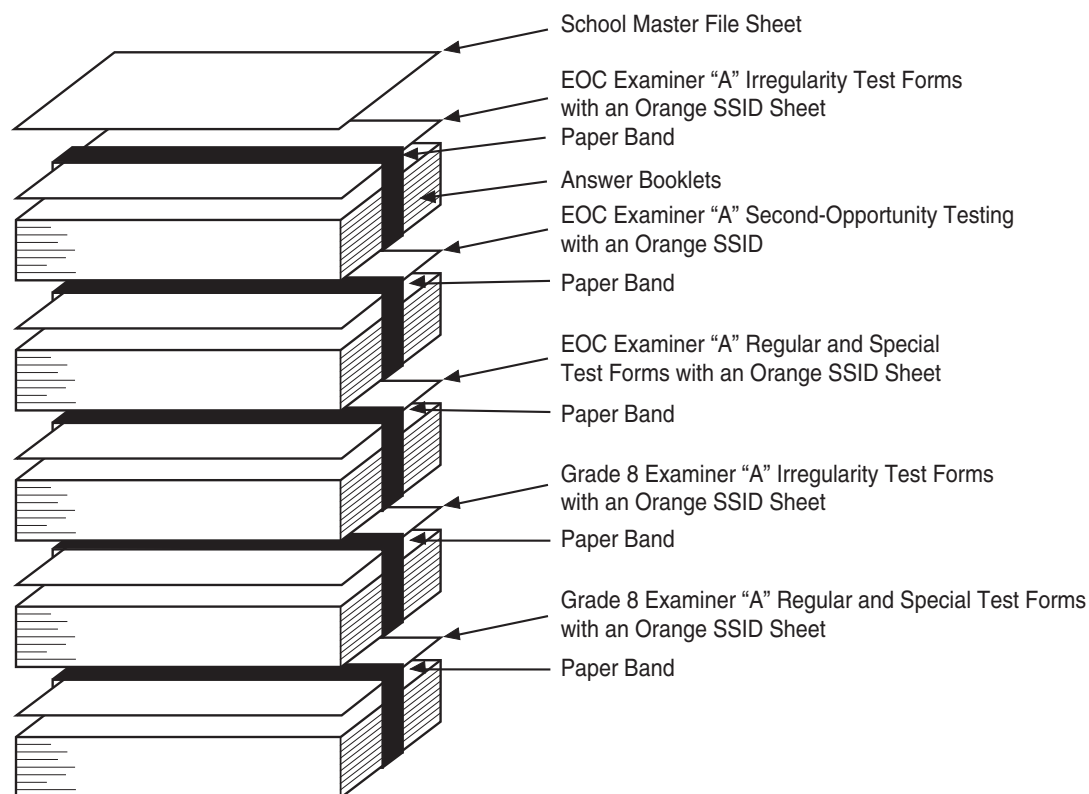
6.3.2 Pack the bundles of answer documents

Number the bundles sequentially in the spaces marked "___ of ___" on the paper bands: for example, "1 of 2" and "2 of 2." Make sure that answer documents are not bound with staples, clips, or rubber bands, which will damage the edges of the scannable documents.

1. Place the *Fall 2004 SOL Writing School Master File Sheet* at the top of box #1 of the cartons returned to your DDOT.
2. Using the original shipping cartons received from Harcourt or given to you by your DDOT, pack the materials for return in the order shown in the diagram below. If more than one grade level was tested in your school, place the higher grade on top of the lower grade's documents as shown. **Keep irregularity testing material and second-opportunity testing material bundles, if any, packed on top of the appropriate grade level.**
3. On the side of each carton, use a permanent marker to print "Set A."
4. Cartons may be closed, but seal them only in such a manner that will allow the DDOT to open them upon receipt.
5. Return all Set A cartons to your DDOT as directed in your local instructions.

PACKING DIAGRAM

This particular example illustrates packing for a school in which grade 8 and End-of-Course tests have all been administered. Bundles for administrations using the alternate form for irregularities that require retesting and second-opportunity administrations (SSID sheets and answer documents), if any, should be placed on top of the bundles for the appropriate grade.



6.4 Prepare and Transmit **Set B – Non-Scorable Test Materials**

Use the following steps to assemble and return non-scorable test materials to your DDOT.

- Count all test booklets and record the total by grade level on the *SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Forms* in the "STC Returned" column. This form is in Appendix H of this manual. Then complete the *School Test Coordinator's Quantity Discrepancy Report for English: Writing* (also in Appendix H) to verify that you are returning the same quantity of test booklets that you received. Check the appropriate box in each of the five sections of the report. If a discrepancy has occurred, grid the blanks to describe it. Attach a photocopy of any cover sheet that indicates a discrepancy. Do **not** include special test forms (Braille, large-print, regular-audio, or audiotape versions) secure materials because they will be counted on a separate transmittal form, the *SOL English: Writing Special Test Forms School Transmittal Document* (in Appendix N), as described in Section 7.
- If you have students who had the accommodation of recording their answers in their test booklets, these booklets must be retained in the DDOT's office in a secure location until scores are returned and verified. Please bundle these test booklets separately with a note to the DDOT to this effect. Place these test booklets on top of the others you are returning to your DDOT. Note on the *SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form* the number of booklets that are to be retained for this purpose.
- Starting with packages that have been opened, count all writing prompts **by grade and by prompt number**. Record each count on the *SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form* (Appendix H) of this manual. Then complete the *School Test Coordinator's Quantity Discrepancy Report* also in Appendix H to verify that you are returning the same quantity of prompts that you received. Check the appropriate box in each of the five sections of the report. If a discrepancy has occurred, grid the blanks to describe it. Attach a photocopy of any cover sheet that indicates a discrepancy. Do **not** include special test forms secure materials. They will be counted on a separate form, the *SOL English: Writing Special Test Forms School Transmittal Document* (in Appendix N), as described in Section 7.
- If you are returning packages of prompts that did not have to be opened, **leave them sealed**, but be sure to include the unopened packages in your count.
- For security purposes, do **not** pack answer documents, manuals, or other materials in any carton that contains secure test booklets or writing prompts. Test booklets and writing prompts may be packed together in a carton, but it is preferred that this be avoided if possible.
- Photocopy the completed *SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form* and any attached cover sheets with discrepancies noted. Return these with the originals to your DDOT.
- On the side of each carton, use a permanent marker to print "**Set B.**"
- Print "Transmittal Form Enclosed" on the outside of one of the cartons. Place the *SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form* **along with the extra copy** inside this carton. Your DDOT will forward this form to the Scoring Center with the materials and keep the extra copy on file.
- Return **Set B** to your DDOT by the date specified in your local instructions. Cartons may be closed, but seal them only in such a manner that will allow the DDOT to open them upon receipt.

6.5 Dispose of Other Test Materials

Follow your DDOT's instructions regarding the disposition of the following non-secure materials:

- *School Test Coordinator's Manual*
- all *Examiner's Manuals*
- scratch paper
- unused answer documents
- damaged answer documents marked "VOID"

See Table 4 for instructions on the proper disposition of all testing materials.

6.6 Prepare and Transmit SOL Affidavits and Forms

Once all materials are received and logged in and after each Examiner or Proctor has signed the "Examiner's/Proctor's Affidavit" column, forward these forms to your DDOT. The DDOT will keep these documents on file:

- *SOL Examiner's Test Booklet Transmittal Forms/Affidavits* (with completed, attached test booklet cover sheets)
- *SOL Examiner's Writing Prompt Transmittal Forms/Affidavits* (with completed, attached writing prompt cover sheets)

Examiner's/Proctor's Test Security Agreement forms:

Each Examiner and Proctor who administered the *SOL English: Writing* test was required to read the *Test Security Guidelines* in Appendix A of this manual and sign the *SOL Examiner's/Proctor's Test Security Agreement* also in Appendix A, as indicated in Section 4.7, "Collect Completed Examiner's/Proctor's Test Security Agreements." This security agreement acknowledges that the Examiners and Proctors exercised the necessary precautions to ensure the security of the *SOL English: Writing* test content and all test materials. Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement. All participating Examiners are instructed to forward the completed and signed forms to you. Send the completed forms to the DDOT, who will keep them on file.

SOL School Affidavit:

After all test materials have been returned to your DDOT, complete the *SOL School Affidavit* in Appendix O, sign and date it, and have your building principal sign and date it. This form must be returned to your DDOT by the date specified in your local instructions.

6.7 Review Materials Disposition

Refer to Table 4 to ensure that all test materials for the *SOL English: Writing* test have been appropriately returned or disposed. **REMEMBER:** Your DDOT should be able to answer any questions you may have regarding testing procedures.

Table 4. Disposition of Test Materials

	Item(s)	Required signature(s)	Disposition
Scorable test materials	<ul style="list-style-type: none"> Completed answer documents/SSIDs Fall 2004 SOL Writing School Master File Sheet 	none	packed in cartons labeled "Set A" and returned to the DDOT per local instructions
Non-scorable, secure test materials	<ul style="list-style-type: none"> SOL School Test Coordinator's Test Booklet/Writing Prompt Transmittal Forms; Discrepancy Reports (2 copies) Test booklets, writing prompts Braille and large-print test booklets, audiotapes Braille and Large-Print Examiners' copies 	STC/DDOT	packed in cartons labeled "Set B" and returned to the DDOT per local instructions
Required forms	<ul style="list-style-type: none"> SOL Examiner's/Proctor's Test Booklet and Writing Prompt Transmittal Forms/Affidavits (with completed, attached test booklet and writing prompt cover sheets) 	Examiner's/STC Initials Note: Only Examiner's signature is required on cover sheets.	returned to the DDOT per local instructions
	<ul style="list-style-type: none"> SOL English: Writing Special Test Forms Classroom Transmittal Document 	Examiner's	
	<ul style="list-style-type: none"> SOL English: Writing Special Test Forms School Transmittal Document 	STC/DDOT	
	<ul style="list-style-type: none"> Examiner's/ Proctor's Test Security Agreements 	Examiners/Proctors	
	<ul style="list-style-type: none"> SOL School Affidavits 	STC/Building Principal	
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> SOL Test Irregularity Form(s) (if needed) 	STC/DDOT	submitted to DDOT within 24 hours of occurrence; faxed to DOE if necessary
	<ul style="list-style-type: none"> Unused answer documents and damaged answer documents marked "VOID" Unused SSID sheets 	N/A	disposed of per local instructions
	<ul style="list-style-type: none"> Scratch paper 	N/A	disposed of per local instructions
	<ul style="list-style-type: none"> Examiners' Manuals School Test Coordinator's Manual 	N/A	disposed of per local instructions

7. USE OF BRAILLE, LARGE-PRINT, OR AUDIOTAPE KITS

You will receive the necessary Braille, large-print, and audiotope kits from your Division Director of Testing (DDOT) no more than 96 hours (4 days) before testing is to begin. You should have already received and distributed the corresponding *Examiner's Manuals*.

Special Forms testing materials are shrink-wrapped into kits for each of the tests. For Braille, large-print, and regular-audio, a multiple-choice *English: Writing* test kit and a writing prompt kit will be needed for each student who is to be tested with a Special Test Form. A list of kit components will be in each kit.

7.1 Security Tracking

For security tracking, you will be required to review the quantity of test booklets and writing prompts, including Examiner's copies of Braille and large-print test booklets and writing prompts, and audiotapes delivered to you. Confirm quantities by initialing the *SOL English: Writing Test Special Forms School Transmittal Document* in Appendix N, and use this document to transmit Braille, large-print, and audio kits to Examiners. The complete instructions are printed on the documents.

7.2 Recording and/or Transcription of Student Responses

Make sure the Examiner understands that the Special Test Forms of the *SOL English: Writing* test require that the student's responses to multiple-choice questions and her/his response to the writing prompt be recorded on or transcribed to the appropriate SOL answer document. Detailed information about procedures for transcription are in the *Examiner's Manual* and in Appendix C.

After testing has concluded, check to make sure that the student's multiple-choice answers and written response have been recorded on a regular *SOL English: Writing* test answer document. If the student has recorded her/his answers elsewhere, such as in the test booklet or on a separate sheet of paper, and the answers and/or response to the prompt have not been transcribed, have another adult perform this transcription immediately. The transcription must be verified by a second adult.

Regardless of the method the student used to record responses, the original response must be kept on file by the DDOT until scores have been received and verified. Follow your DDOT's instructions to return these materials. Examples of the kinds of original responses that must be transcribed to a regular answer booklet and then filed by the DDOT include:

- the student indicated the answers in the test booklet
- the student recorded her/his answers using a Braille writer
- the student recorded her/his answers using a typewriter, word processor, or augmentative communication device. For a student who uses a word processor, the Examiner must print a hard copy of the response and also save the response to a disk or CD. The response must not be left in the memory of a word processor. The hard copy of the response should be used for transcription and then kept on file by the DDOT with the electronic media.
- the student indicated her/his answers verbally during an audiotaped administration
- the student recorded her/his answers on a photocopied enlargement of the answer document

**Instructions for Completing the Fall 2004 SOL English: Writing
Special Test Forms Classroom Transmittal Document**

The transmittal form is in Appendix N. This document may be photocopied in the event it is required for more than one classroom.

1. On the top line of the *Classroom Transmittal Document*, enter the name of your school.
2. On the next line, enter the name of the Examiner who will be administering Braille, large-print, and/or audiotape forms of the SOL English: Writing test. A separate form should be completed for each Examiner.
3. Enter the quantity of the Special Test Forms components (regular-audio, Braille, or large-print kits) being transferred to this Examiner. For each type of Special Test Form that is NOT being transferred, enter "N/A" in the appropriate columns. For example, if this Examiner receives only a large-print kit, enter "N/A" in the columns for Braille materials and for Audio Kit(s) with Regular-Print Materials.
4. Upon receipt, the Examiner must initial the "EM's Initials — Kits Received" column. The Examiner is to return this document to you (the STC) immediately after receiving the materials.
5. After all Special Test Forms administrations are complete, the Examiner must return all copies of the Braille and/or large-print booklets, writing prompts (including Examiner's copies of Braille and large-print test booklets and writing prompts), and regular forms with accompanying audiotapes to you. Upon receipt, you must verify receipt by entering the number of kits returned to you in the "Quantity Returned" and initialing the "STC's Initials — Kits Returned" column of this document.
6. Upon receipt of the materials after testing, if any test booklet, writing prompt, audiotape, or examiner's copy of the test is missing, explain the shortage in the "Comments" column.
7. Attach this *Classroom Transmittal Document* to the *SOL English: Writing Special Test Forms School Transmittal Document* you will receive from your DDOT. A copy of this form is in Appendix N. Return the original completed school transmittal document to the DDOT along with the Braille, large-print, and regular test booklets, writing prompts (including Examiner's copies of Braille and large-print secure materials), and/or audiotapes.

THANK YOU

We appreciate your time and effort
in the administration of the Fall 2004
English: Writing Standards of Learning (SOL) Assessments.

APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING ASSESSMENT PROGRAM
FALL 2004

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
2. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
3. No test item which will be scored to obtain students' test results may be used as a sample or practice item for learning how to mark responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for marking their answers.
4. Copying/printing/photographing **ALL OR ANY PART** of a SOL assessment or taking notes about the items included on a SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
5. All persons are prohibited from attempting to formally or informally score assessments.
6. All Examiners, Proctors, or Interpreters using an Examiner Read-aloud test ticket to read an online test aloud to students requiring this accommodation are prohibited from answering test questions in the Web-based system before, during, or after the administration of the test (not applicable for *English: Writing* tests).
7. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
9. Examiners administering the grade 3, 5, or 8 SOL tests are not to look ahead in the test booklets at tests that have not yet been administered.
10. All persons are prohibited from TestNav™, the Web-based application posing as a student, current or fabricated, to view any tests. Only a student whose name appears on a test ticket is permitted to log in and take a SOL Web-based assessment (not applicable for *English: Writing* tests).
11. All known violations of test security procedures shall be reported in writing, signed by the person making the report, and addressed to the Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

Please read legislation passed by the Virginia General Assembly (§ 22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

This page may be photocopied.

Virginia Department of Education

Standards of Learning (SOL) *English: Writing* Test

EXAMINER'S/PROCTOR'S TEST SECURITY AGREEMENT

Fall 2004

I acknowledge that I will have access to the **Standards of Learning (SOL) Assessments** for the purpose of administering the SOL *English: Writing* test. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* printed in the *Examiner's Manuals* for the grade 8 and End-of-Course SOL *English: Writing* test.

I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

This page may be photocopied.

Please note the Virginia General Assembly in its 2000 session enacted the following legislation regarding test security:

§ 22.1 - 292.1. Violation of test security procedures: revocation of license.

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgement of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.

APPENDIX B

VIRGINIA DEPARTMENT OF EDUCATION

LIMITED ENGLISH PROFICIENT STUDENTS: GUIDELINES FOR PARTICIPATION IN THE STANDARDS OF LEARNING ASSESSMENTS

This document provides information about the participation of limited English proficient (LEP) students in the Standards of Learning (SOL) assessments. Included in this document are 1) guidelines for determining in what ways LEP students will participate in the SOL assessments, 2) procedures for providing testing accommodations, 3) procedures for exempting LEP students from participation in the SOL assessments, and 4) documentation requirements.

I. Who Should Be Tested

It is expected that all students who are in grades 3, 5, 8, and specific high school courses in the Commonwealth of Virginia will participate in the SOL assessments. This expectation includes LEP students at these grade levels/courses unless participation in the test is clearly not in the best interest of the student. LEP students in grades 3, 5, or 8 may exercise a one-time exemption from SOL assessments at any one of these grade levels in the content areas of English: Writing (grades 5 and 8 only); History/Social Science; and Science. (Note: grade 3 English, English: Reading in grades 5 and 8, and Mathematics in grades 3, 5, and 8 are not included in this exemption.) While no exemptions from the grade 3 English; English: Reading tests in grades 5 and 8 are allowed, there are two categories of LEP students that may use the state approved reading subtest of the *Stanford English Language Proficiency* (SELP) assessment as a substitute for these SOL tests. They are: (1) LEP students at proficiency level 1 or level 2 in grades 3, 5, 8, and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school. Determination as to how LEP students will participate in the SOL assessments should be made according to the guidelines found in **Section V, Procedures for Determining LEP Students' Participation in the SOL Assessments**.

II. Purpose of the SOL Assessments

The purpose of the SOL assessments is to measure the achievement of students on the Standards of Learning, adopted by the Board of Education in 1995, in the areas of English, mathematics, history/social science, and science at grades 3, 5, 8, and selected high school courses.

III. Definition of LEP

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act* of 2001. The law states:

An LEP student is classified as one:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;

OR

- ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

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OR

- iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3) of the *No Child Left Behind Act*;
 - ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - iii) the opportunity to participate fully in society.

[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]

Conforms to changes in the federal definition of Limited English Proficiency effective January 8, 2002.

In its Consolidated State Application, submitted to USED on September 1, 2003, Virginia has further defined limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP). In addition to these students also include those students who have exited LEP monitor status within the last two years. Recent guidance from USED allows Virginia to consider such students as LEP for the purposes of calculating Adequate Yearly Progress (AYP).

IV. Reason for Inclusion of LEP Students in the SOL Assessments

The U.S. Department of Education, Office for Civil Rights has outlined the procedures listed below for school districts to comply with the U. S. Civil Rights Act of 1964, Title VI and other supreme and federal court case decisions regarding the rights of limited English proficient students:

"The following procedures should be used by school districts to ensure that their programs are serving limited English proficient (LEP) students effectively:

- identifying students who need assistance;
- developing a program which, in the view of professional educators, has a reasonable chance for success;
- ensuring that the needed staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluative standards for measuring the progress of students, including program exit criteria; and continued program assessment and modification where needed."

— *The Provision of an Equal Education Opportunity to Limited English Proficient Students*,
U.S. Department of Education, Office for Civil Rights, 1992.

Reinforcing the legal obligations to LEP students, Administrative Superintendent's Memorandum No. 65, September 26, 1997, states:

Legal precedents clearly call for local school divisions to accommodate students whose native language is other than English in a manner whereby they can profit from educational opportunities afforded them. Programs for students identified as limited English proficient (LEP) should include a means of identification, assessment and placement in an appropriate education program.

The importance of LEP students participating in the SOL assessments is reinforced by the fact that, beginning with the Class of 2004, students desiring a standard or advanced studies diploma will need to earn a prescribed number of credits as well as specified units of verified credit. Students may earn verified credit "based on a minimum of 140 clock hours of instruction and the achievement by

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the student of a passing score on the end-of-course Standards of Learning test for that course” (8 VAC 20-131-110, B).

V. Procedures for Determining LEP Students’ Participation in the SOL Assessments

It is recommended that a committee which includes 1) a person responsible for the education of LEP students in the school or school division, 2) the student’s content teacher(s), and 3) an administrator or designee (e.g., guidance counselor or reading specialist) be formed to determine how the student will participate in the SOL assessments and which, if any, accommodations are required. The student’s parent or guardian should also be invited to serve on the committee, if possible. For each student the committee should specify the student’s participation in each of the SOL assessments:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption (not applicable for reading and mathematics)

Decisions about how an LEP student will be tested on the SOL assessments should be made for each individual content area to be assessed. Consideration should be given to the student’s level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States. Questions about how to determine the English proficiency of LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Instruction, Virginia Department of Education.

In determining how the student is to be tested on each test, the committee should consider the following questions:

1. Has the student already used the one-time exemption from SOL assessments in an earlier grade level? If yes, go to question 3. If no, should the student be exempted from this test, recognizing that this will be the student’s one-time exemption (not applicable for reading and mathematics)?
2. Is the student’s level of proficiency in English sufficient for the student to take the test? Information on the student’s English language proficiency may be derived from school division assessments designed to determine English language proficiency, reading inventories, writing samples, teacher observations, and teacher-made tests.
 - If “YES”, the committee should consider question 2 in determining the student’s need for testing accommodations.
 - If “NO”, the student should not be tested on this test. **See Section VII, Exempting LEP Students from the SOL Assessments**, for a description of the procedures to be followed in exempting LEP students from the SOL assessments
3. Does the student typically receive accommodations during instruction or during classroom assessments in the content area covered by the test?
 - If “YES”, the committee should review **Section VI, Selection of Testing Accommodations for LEP Students** to determine the LEP student’s need for testing accommodations.
 - If “NO”, the student should take the test without any accommodations.

If an LEP student is also identified as having a disability under the *Individuals with Disabilities Education Act* (IDEA), P.L. 105-17, or is identified as an “otherwise qualified handicapped” student under

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Section 504 of the *Rehabilitation Act of 1973*, then decisions about the student's participation in the SOL assessments must be made by the IEP or 504 committee and be documented in the student's IEP or 504 management tool. See the document entitled *Students with Disabilities: Guidelines for Participation in the Standards of Learning Assessments* for more information.

VI. Selection of Testing Accommodations for LEP Students

Accommodations for the SOL assessments should be selected from those the LEP student uses routinely in classroom instruction and assessment. **The purpose of accommodations is to ensure, insofar as possible, that LEP students receive accommodations on the SOL assessments which allow them equal opportunity to demonstrate what they know and can do; however, students should not be provided with unnecessary or inappropriate accommodations.** Furthermore, use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Students must take the test in English; translations of the test into a different language are not permitted.

A. Accommodations Which Maintain Standard Conditions (Standard Accommodations)

Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this document, these are referred to as accommodations which maintain standard conditions or standard accommodations. Examples of standard accommodations are listed below.

Timing/Scheduling

- time of day
- breaks during test
- multiple test sessions
- order of tests administered

Setting

- preferential seating (at the front of the room or in a study carrel)
- small group testing
- individual testing
- location with minimal distractions

Presentation

- reading the test items in English to the student (except on the *English: Reading* test)
- reading the directions in English to the student
- simplifying oral directions
- place markers to maintain place
- audiotape version of the test (except for *English: Reading*) is available for students identified as limited English proficient and students with disabilities

Response

- student responds verbally/teacher or proctor marks answer document

B. Accommodations Which Are Permissible But Do Not Maintain Standard Conditions (Nonstandard Accommodations)

Accommodations which significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in this document as nonstandard accommodations. This type of accommodation should be used only if the committee agrees that the student requires such an accommodation in order to participate in the SOL Assessments. Scores resulting from a nonstandard accommodation must be accompanied by an explanation that these scores resulted

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from a nonstandard administration. Examples of accommodations which are permissible but do not maintain standard conditions include:

Presentation

- reading test items in English on the *English: Reading* test
- bilingual dictionary
- audiotape version of the *English: Reading* test

Response

- dictation in English to a scribe (writing sample component of the *Writing* test only)

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student, identified as limited English proficient, who has passed an SOL assessment utilizing any accommodation including a nonstandard accommodation has passed for all purposes.

NOTE: Questions about whether accommodations not listed are allowable should be directed to the Division Director of Testing who may consult with Department of Education staff as necessary.

VII. Exempting LEP Students from the SOL Assessments

In some cases, the committee may decide that participating in the SOL assessments, even with accommodations, is inappropriate for the LEP student in grades 3, 5, or 8. For example, the student's level of English proficiency may be inadequate to attempt any of the tests even with accommodations.

8 VAC 20-131-30, A states "Limited English proficient students may be exempted from the SOL tests for one grade level only in grades 3, 5, and 8. In order to be granted verified credit, all students must meet the clock hour and testing requirements set forth in these regulations." The committee, therefore, may make such an exemption for LEP students at only one grade level in grades 3, 5, and 8. Such exemptions should be documented in the student's file as to reason and the ramifications of such exemptions shall be clearly stated and conveyed to the student's parent or guardian. However, the No Child Left Behind (NCLB) Act does not allow exemptions in reading and mathematics. While no exemptions from the grade 3 English, and English: Reading in grades 5 and 8 tests are allowed, there are two categories of LEP students that may use the state approved reading subtest of the *Stanford English Language Proficiency* (SELP) assessment as a substitute for the *English: Reading Standards of Learning* test. They are: (1) LEP students at proficiency level 1 and level 2 in grades 3, 5, and 8; and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school.

VIII. Documentation of Decisions

Decisions about how the LEP student will participate in the SOL assessments should be documented in writing and filed in the student's scholastic record. A decision to exempt the student from testing must be accompanied by the reasons for the exemption, and the ramifications of such exemption. A sample form is provided on the next page of this document. School divisions may use this form or one of their own choosing.

If the student's parent or legal guardian is not a member of the committee making the decision about the student's participation, the parent or legal guardian should be notified in writing of the committee's decision regarding the student's participation in the SOL assessments prior to test administration. If the student is using the one-time exemption from the SOL assessments, the student's parent or legal guardian must be notified in writing of the ramifications of this decision.

Participation decisions may be one of the following:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption and a statement of the ramifications of the decision. (not applicable to reading or mathematics)

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**DOCUMENTING LEP STUDENTS' PARTICIPATION
IN THE SOL ASSESSMENTS
(SAMPLE)**

Student Name: _____ **Grade:** _____

School: _____

Note below the decisions of the committee convened to determine the appropriate level of participation for the above mentioned student in the _____ (date) SOL Assessments.

SOL Assessment Area	Participation in the SOL Assessment with NO Accommodation	Participation in the SOL Assessment with Standard Accommodation (Please list)	Participation in the SOL Assessment with Nonstandard Accommodation (Please list)	Exempted from Participation in the SOL Assessment*
English: Reading				Not applicable
English: Writing (grades 5, 8, and high school)				Not applicable for High School
Mathematics				Not applicable
History and Social Science				
Science				

*NOTE: Students may have a one-time exemption only in grade 3, 5, or 8.

Committee Members' Signatures:

Signature **Date**

Signature **Date**

Signature **Date**

Signature **Date**

Parent Informed of Committee Decision (if not a member)

Signature **Date**

APPENDIX C

GUIDELINES FOR THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM

Inclusion of Students with Disabilities in Virginia's Accountability System

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the accountability system. The federal regulations under the Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq.* of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA) and *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* require that all students with disabilities participate in the Virginia accountability system either through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Additionally, the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments used to measure the adequate yearly progress of schools, school divisions, and the state. Schools, school divisions, or states that fail to meet the 95% participation requirement will not be considered to have met the required adequate yearly progress.

Participation Decisions

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. The ramifications of decisions made by the IEP team/504 committee must be clearly explained to the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's IEP or 504 plan must specify the student's participation in the assessment component of Virginia's accountability system as follows:

- participation in the Standards of Learning assessments
 - with no accommodations
 - with accommodations based upon the accommodations the student needs during classroom instruction and assessment
 - non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision, and a description of how the student will be assessed in this area
- participation in the Virginia Alternate Assessment Program

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

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Standards Of Learning Assessment Program

Participation of Students with Disabilities in Grades 3, 5, and 8

Students with disabilities in grades 3, 5, and 8 must participate in each of the Standards of Learning assessments unless they have not received instruction in the content measured by the assessment. Decisions about participation must be made for each assessment separately. Should the IEP team/504 committee determine that non-participation is appropriate, the IEP/504 plan must state why the assessment is not appropriate and describe how the child will be assessed in that area. Students with disabilities in grade 3, 5, and 8 who do not participate in any of the Standards of Learning assessments in the respective grade level will be assessed through the Virginia Alternate Assessment Program according to the criteria established for participation in the alternate assessment program.

Participation of Students with Disabilities at the Secondary Level

Students with disabilities must take all applicable Standards of Learning end-of-course tests if they are enrolled in that course intending to earn a standard unit of credit. Students who are auditing a course or who are being instructed in only part of the content for that course do not take the Standards of Learning end-of-course test.

Testing Accommodations for Students with Disabilities in the Standards of Learning Assessment Program

Decisions about the need for and selection of accommodations for students with disabilities are the responsibility of the IEP team or 504 committee. The use of accommodations by a student when participating in the Standards of Learning assessments must be determined individually for each test and identified in the student's IEP or 504 plan. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement.

Accommodations should be those that the student needs during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participation in a Standards of Learning assessment(s).

Typically, accommodations can be classified in the following categories:

- timing/scheduling
- setting
- presentation
- response.

Accommodations may also be classified as standard or nonstandard. Standard accommodations allow the student to take a test in a different way without changing what the test is measuring.

Accommodations that significantly change what the test is measuring are referred to as non-standard accommodations. A student, who has passed a Standards of Learning assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes, including earning a verified credit.

A list of standard and nonstandard accommodations is provided to school divisions in the Department of Education's *Procedures for Determining Participation in the Assessment Component of the Virginia's*

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Accountability System. Questions about any accommodations not listed should be directed to the school division's director of testing who will consult with Department of Education staff as needed.

Virginia Alternate Assessment Program

Participation in Virginia's Alternate Assessment Program for Students in Grades 3, 5, and 8

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments at their grade level (3, 5 and 8) may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, the student's present level of performance must indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student must require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

Participation in Virginia's Alternate Assessment Program for Students in Grade 11

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, students participating in the Alternate Assessment Program must be working toward educational goals other than those prescribed for a modified standard, standard, or advanced studies diploma. In addition, the student's present level of performance should indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student should require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

Additional Information

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

VIRGINIA DEPARTMENT OF EDUCATION'S PROCEDURES FOR PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM

This document provides information about the participation of students with disabilities in the assessment component of Virginia's accountability system. For students with disabilities this means participation through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Included in this document are:

1. guidelines for determining how students with disabilities will participate in the Standards of Learning assessments or the Virginia Alternate Assessment Program,
2. procedures for providing testing accommodations for the Standards of Learning assessments, and
3. documentation requirements.

Including Students with Disabilities in Virginia's Accountability System

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the assessment component of Virginia's accountability system. The federal regulations under Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq.* of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA), P.L. 105-17, regulations require that all students with disabilities participate in the state's accountability system. Additionally the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments that measure adequate yearly progress of schools, school divisions, and the Commonwealth of Virginia.

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. A student's IEP or 504 plan must specify the student's participation in either of the following according to the set criteria for participation:

The Standards of Learning Assessments, or

The Virginia Alternate Assessment Program.

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

STANDARDS OF LEARNING ASSESSMENTS

I. Including Students with Disabilities in the Standards of Learning Assessments

It is expected that all students, including students with disabilities who are in grades 3, 5, and 8 and those enrolled in courses that have an end-of-course Standards of Learning test, will participate in the Standards of Learning assessments. A current list of all Standards of Learning assessments can be found on the Department of Education's web site at www.pen.k12.va.us/VDOE/Assessment/home.shtml or is available from the Department of Education upon request.

The importance of the participation of students with disabilities in the Standards of Learning assessments is reinforced by the fact that, beginning with the students who entered the 9th grade in the fall of 2000, students desiring a standard diploma or advanced studies diploma will need to earn a prescribed number of verified credits. To receive a verified credit the student must earn a passing score on the Standards of Learning tests or a substitute test(s), as outlined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia (www.pen.k12.va.us/VDOE/Accountability/soa.html). Additionally, to receive a modified standard diploma¹ a student with a disability must pass literacy and numeracy competency assessments which are currently the Standards of Learning Grade 8 English: Reading and the Standards of Learning Grade 8 Mathematics tests.

II. Role of the Individualized Education Program (IEP) Team

(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the plan to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s)² is an active participant of the IEP team. Decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration. If the decisions are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained to and understood by the student's parent(s) and the student if appropriate.

¹ Modified Standard diploma is only available to students with disabilities under IDEA as defined by Regulations Establishing Standards for Accrediting Public Schools in Virginia.

² See the Regulations Governing Special Education Programs for Children with Disabilities in Virginia for the definition of parent for a child with a disability, 8VAC20-80-10. The parental rights transfer to the student when they reach the age of majority (18 in Virginia) unless certain procedures specified in regulations have been followed, 8 VAC 20-80-72.

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A student's IEP must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

III. Role of the 504 Committee

(For students identified under Section 504 of the Rehabilitation Act of 1973, as amended, and do not have an IEP)

Each local education agency is required to determine appropriate educational programs for all students with disabilities who qualify under Section 504 of the Rehabilitation Act of 1973, as amended, by convening a knowledgeable group to evaluate and determine program needs. Therefore, decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of a 504 committee of similar composition. Each student's parent, legal guardian or surrogate parent must be a participant in these decisions. These decisions should be made during the 504 committee meeting which precedes the Standards of Learning assessment administration. If the decisions were not made, a 504 committee meeting must be held to address these issues prior to the test administration. The ramifications of the decision must be clearly explained to and understood by the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's 504 plan must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

IV. Determination of How Students with Disabilities Participate in the Standards of Learning Assessments

It is expected that all students with disabilities in grades 3, 5, and 8 as well as those enrolled in courses that have an end-of-course Standards of Learning test will participate in the Standards of Learning assessments. Only the student's IEP team or 504 committee may determine non-participation in grades 3, 5, and 8 (see VI of this section, Non-Participation by Students With Disabilities from a Standards of Learning Assessment(s)). Students with disabilities who participate in the Standards of Learning assessments will participate either with accommodations or without accommodations.

Decisions about participation in and how a student with a disability will be tested on the Standards of Learning assessments should be made independently for each Standards of Learning test. In

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determining how the student is to be tested on the Standards of Learning assessments, the IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measures content covered in previous grades.

NOTE: IEP teams and 504 committees will find the released Standards of Learning test items and the Standards of Learning test blueprints useful in comparing the information on the Standards of Learning assessments with the information covered in the classroom (found at www.pen.k12.va.us/VDOE/Assessment/home.shtml).

The IEP team or 504 committee, when determining how the student is to be tested on the Standards of Learning assessments, needs to consider the following questions:

- 1) Has the student received instruction in the content covered by the Standards of Learning assessment? (This question shall be repeated for each Standards of Learning assessment in the four content areas of English, mathematics, science, and history/social sciences in grades 3, 5, and 8) and/or

Is the student enrolled in a course for which there is a Standards of Learning end-of-course test?

- If yes, the student takes the assessment and the IEP team or 504 committee then considers the student's need for testing accommodations as indicated in question 2.
- If no, the student should not be tested on this particular Standards of Learning assessment (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

If the IEP team answers "no" for all Standards of Learning assessments in grades 3, 5 or 8, the IEP team shall refer to Virginia Alternate Assessment Program section to determine if the student meets the criteria to participate in the Virginia Alternate Assessment Program.

NOTE: The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The IEP team or 504 committee must remember that there are approved substitute test(s) for end-of-course tests that may be used for earning verified credit (see Virginia Department of Education's document, Substitute Tests for Verified Credit, at www.pen.k12.va.us/VDOE/Assessment/home.shtml).

- 2) Does the student receive accommodations during instruction or classroom assessments in the content covered by the test?
 - If no, the student should take the assessment without any accommodations.
 - If yes, the IEP team or 504 committee should determine the accommodations needed by the student and document this decision on the student's IEP or 504 plan. Refer to V of this section, Testing Accommodations for Students with Disabilities, to determine if an accommodation is either standard or nonstandard.

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V. Testing Accommodations for Students with Disabilities

The IEP team or 504 committee has the responsibility for decisions about the need for and selection of accommodations for students with disabilities. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement. Typically, accommodations can be classified in the following categories: timing/scheduling, setting, presentation, and response. The use of accommodations by a student when participating in the Standards of Learning assessments must be determined individually for each Standards of Learning test and identified in the student's IEP or 504 plan. An example of how an IEP or the 504 plan may document the use of accommodations is:

Standards of Learning Assessments			
Standards of Learning TESTS (list test)	PARTICIPATION	ACCOMMODATIONS	If <u>YES</u> , List Accommodation(s)
	___ Yes ___ No	___ Yes ___ No	
	___ Yes ___ No	___ Yes ___ No	
	___ Yes ___ No	___ Yes ___ No	

Mark any nonstandard accommodation with an asterisk (*). These test scores will be reported as scores that result from a nonstandard administration.

EXPLANATION FOR NON-PARTICIPATION AND HOW THE STUDENT WILL BE ASSESSED
If no is checked for any test, explain in the space below why the student will not participate in this test, the impact relative to promotion or graduation, and how the student will be assessed in these areas.

Accommodations should be those the student needs and uses during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participating in a Standards of Learning assessment(s). The student should be familiar with an accommodation because the use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Finally, an accommodation based solely on its potential to enhance performance beyond providing equal opportunity to perform is inappropriate.

Accommodations that allow a student to take the test in a different way without changing what the test is measuring are referred to as "accommodations which maintain standard conditions" or "standard accommodations." Accommodations that significantly change what a test is measuring and do not

Appendix C, continued

maintain standard conditions of the test are referred to as “nonstandard accommodations.” Examples of both standard and nonstandard accommodations are listed below.

NOTE: Special procedures (see Appendix A) are to be followed for each of the following accommodations marked with an asterisk (*).

TIMING/SCHEDULING

Standard Accommodations

- time of day
- breaks during test
- multiple test sessions *
- order of tests administration

SETTING

Standard Accommodations

- preferential seating (e.g., at the front of the room or in a study carrel)
- small group testing
- individual testing (one-on-one)
- special lighting
- adaptive or special furniture
- test administered in locations with minimal distractions
- noise buffers
- hospital/home/non-school setting

PRESENTATION

Standard Accommodations

- Braille *
- large print *
- enlarging the answer document
- reading directions to students
- simplifying directions
- interpreting/transliterating directions (e.g., sign language, cued speech) *
- written directions to accompany oral directions
- clarifying directions

PRESENTATION (cont.)

Standard Accommodations (cont.)

- reading of test items aloud (this is a nonstandard accommodation on the English: Reading test) *
- audio-tape version of test items (this is a nonstandard accommodation on the English: Reading test) *
- interpreting/transliterating (e.g., sign language, cued speech) test items (this is a nonstandard accommodation on the English: Reading test) *

Appendix C, continued

- magnifying glass
- amplification equipment (e.g., hearing aid or auditory trainer)
- templates
- masks or markers to maintain place

Nonstandard Accommodations

- reading test items aloud on the English: Reading test *
- using audio-cassette version of the English: Reading test *
- interpreting/transliterating (sign language, cued speech) test items on the English: Reading test *

RESPONSE

Standard Accommodations

- student marks booklet and teacher/proctor transfer answers to answer sheet *
- student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet *
- abacus
- arithmetic tables (standard accommodation only if test allows a calculator)
- braille *
- large diameter/ special grip pencil
- pencil grip
- word processor *
- typewriter *
- augmentative communication device *
- spell check (including spell checkers)
- spelling dictionary
- tape recorder (only for pre-writing activity to tape response for English writing test)

Nonstandard Accommodations

- dictation to a scribe (writing sample component of the English writing test only) *
- use of a calculator on grade 3 mathematics test and on the computation section of the grade 5 mathematics test (calculators are not routinely supplied to all students)

Nonstandard Accommodations (cont.)

- use of arithmetic tables on grade 3 mathematics test and on the computation section of the grade 5 mathematics test (an arithmetic table is considered comparable to a calculator and calculators are not routinely supplied to all students)
- use of a calculator with additional functions to those routinely supplied to all students

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student with a disability, who has passed a Standards of Learning assessment utilizing any accommodation, including a nonstandard accommodation, has passed for all purposes including earning a verified credit.

Appendix C, continued

NOTE: Questions about any accommodations not listed here and whether the accommodation results in a standard or nonstandard administration of the test should be directed to the local education agency's Director of Testing who will consult with Department of Education staff as needed. Accommodations that violate test security are not permitted.

VI. Non-Participation of Students with Disabilities in a Standards of Learning Assessment(s)

A. Standards of Learning Assessments for Grades 3, 5, and 8

Non-participation in a Standards of Learning assessment in grades 3, 5, and 8 should be considered only for students who have not received instruction in content covered by the Standards of Learning assessment. The IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measure content covered in previous grades.

If the IEP team or 504 committee determines that it is not appropriate for the student to participate in a Standards of Learning assessment, the consequences of this decision must be fully explained so that the student's parent, legal guardian, or surrogate parent and the student, if appropriate, understand the consequences. At the elementary and middle school level these consequences may include:

- The student will not have the opportunity to participate in the school's remediation recovery program, which is available to students who have not passed the English: Reading and/or mathematics Standards of Learning tests in grades 3, 5, and 8;
- Teachers, parents and the student will not receive the information on student progress contained in the Standards of Learning score reports; and
- The student may not have the opportunity to experience a Standards of Learning assessment prior to taking the assessments needed for graduation.

NOTE: The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The following non-participation procedures and practices must be followed by the IEP team or the 504 committee:

1. The IEP team or 504 committee shall review the IEP/504 plan of each student with respect to participation in each of the Standards of Learning assessments.
2. The IEP team or 504 committee must document its determination that a student will not participate in a particular Standards of Learning assessment. This documentation shall include a statement of the reasons why a particular assessment is not appropriate for the student and how the student will be assessed in that area.

The following are not acceptable reasons for why a particular assessment is inappropriate:

- The student's disability;
- The belief that the student may fail the test;

Appendix C, continued

- The belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate;
- The student is reading or is performing below grade level;
- The belief that the experience will be too stressful for the student;
- The student's behavior prohibits taking the test with a group; and
- The student has not mastered all of the curriculum that is covered on the 3rd, 5th, or 8th grade Standards of Learning assessments.

This documentation must be attached to or become part of the student's IEP or 504 plan and must indicate that the consequences of this decision have been fully explained to and understood by the student's parent, legal guardian or surrogate parent, or student, if appropriate, and that the parent's and student's due process rights have been explained.

3. a. **Students with a 504 plan** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8.
- b. **Students with an IEP** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8 or in the Virginia Alternate Assessment Program (VAAP). If the IEP team determines that a student will not participate in any of the Standards of Learning assessments, then the IEP team needs to determine if the student meets the criteria to participate in the VAAP (see Virginia Alternate Assessment Program section). If the student does not meet the criteria, then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

B. Standards of Learning End-of-Course Assessments

Students with disabilities must take all applicable end-of-course Standards of Learning assessments if the student is enrolled in the course. Students who are auditing a course or being instructed in only part of the content and thus not enrolled do not take the Standards of Learning end-of-course assessment. In such cases, the course title and code should reflect the instruction being provided the student.

NOTE: There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an end-of-course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation must include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student's parent(s) or the student understand the consequences; and indicate that parent's and student's due process rights have been explained.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP

Appendix C, continued

team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

VIRGINIA ALTERNATE ASSESSMENT PROGRAM

The Virginia Alternate Assessment Program (VAAP) is only for those students with disabilities who have an IEP and is considered only after the student has been considered for participation in each of the Standards of Learning assessments.

I. Who Should Be Tested

Only students with disabilities who are eligible under IDEA; have an IEP; and who meet the VAAP guidelines for participation will be assessed through the VAAP. Students with disabilities who have only a 504 plan are not eligible to participate in the VAAP.

II. Purpose of the VAAP Assessments

The purpose of the VAAP is to evaluate the performance of students who have traditionally been exempted from state assessment programs. Amendments to the Individuals with Disabilities Education Act (IDEA 1997) reflect the intent to extend educational accountability and reform to all students, including those with disabilities.

III. Role of the Individualized Education Program (IEP) Team

(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the management tool to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s) is an active participant of the IEP team. Decisions about the participation in the VAAP assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration in grades 3, 5, 8 and 11. If decisions about participation in Virginia's accountability system are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained so that the student's parent(s) and the student, if appropriate, understand the consequences. Additionally, parent(s) and student should be provided with an explanation of their due process rights.

IV. Determination if Students with Disabilities Participate in the VAAP

Only students with disabilities who have an IEP, who are in grades 3, 5, 8 and 11, and who are non-participants in all Standards of Learning assessments at that grade level (3, 5 and 8) or who are working toward educational goals other than those prescribed for a modified standard diploma, standard diploma, or advanced studies diploma (grade 11) are considered for participation in the VAAP. The IEP team has the responsibility to determine and document that the student meets all of the following criteria by answering "yes" for each of the statements. If team members determine that the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessments.

The IEP team should answer questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered and should answer questions 1 – 5 for all students who are in high school for whom the VAAP is being considered.

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Section 1

(Answer for all students being considered for the VAAP)

1. Does the student have a current IEP?
2. Does the student demonstrate impairments that prevent completion of curriculum based on the Standards of Learning even with program and testing accommodations? (*data sources: psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.*)
3. Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills? (*data sources: informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.*)
4. Does the student require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills? (*data sources: measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.*)

Section 2

(Answer for all students in high school who are being considered for the VAAP)

5. Is the student working toward educational goals other than those prescribed for a modified standard, standard or advanced studies diploma program? (*data sources: list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.*)

If the answer to all questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered is “yes”, then the student participates in the VAAP. If the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the answer to all questions 1 – 5 for all students who are in 11th grade for whom the VAAP is being considered is “yes” then the student participates in the VAAP. There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an end-of-course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation shall include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student’s parent(s) or the student understand the consequences; and indicate that parent’s and student’s due process rights have been explained.

**PROCEDURES TO FOLLOW IN PROVIDING STUDENTS WITH
CERTAIN ACCOMMODATIONS ON THE VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS**

INTRODUCTION AND OVERVIEW

This specifies procedures to be used when providing students with disabilities with certain accommodations on the Standards of Learning assessments.

ACCOMMODATION IN TIMING/SCHEDULING

Multiple Test Sessions

The Standards of Learning tests are not timed. However, some students may be unable to concentrate for a long period of time or may have short attention spans. For such a student, it may be advisable to divide up the test into segments which the student can accomplish and check over in one session/sitting; and to schedule these short sessions over several days. The student may not go back to a previous segment once the segment has been completed.

The direct-writing assessment must be conducted in one sitting. The session should be scheduled for a period long enough to accommodate the needs of the student.

ACCOMMODATIONS IN PRESENTATION

All students should be experienced in or provided training in the test format before attempting the test. This is best provided as part of regular instruction well in advance of the actual test administration.

Braille

A copy of the Braille tests will be provided in regular print to test examiners or proctors working with Braille readers. If needed, transcriber's notes will accompany the Braille booklets.

If the student's answers are recorded on a Braille answer sheet, the responses must be transcribed to the regular answer document by a school official qualified to transcribe Braille. The regular answer document and Braille answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The Braille answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Large Print

If the student marks the answers on an enlarged copy of the answer booklet, the student's answers must be transcribed to the regular answer document by a school official. The regular answer document and

Appendix C, continued

large-print answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The large-print answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Interpreting /Transliterating Directions (e.g., sign language, cued speech)

Testing sessions for students who are deaf or have hearing impairment who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for test directions or to interpret/transliterate questions answered by the test examiner. (The interpreter's role and code of ethics prohibits answering questions directly). The test examiner, who must be present for the testing session, must read the test directions as presented in the Test Examiner's Manual aloud so that they can be interpreted/transliterated. Student questions must be directed to the test examiner and answered by him or her, and the interpreter/transliterator will communicate the response. The interpreter/transliterator should also communicate sample questions or test questions that are read aloud as part of the test directions.

Interpreting /Transliterating (e.g., sign language, cued speech) Test Items

The test examiner must be very careful when an interpreter/transliterator is used to interpret/transliterate test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. An interpreted/transliterated administration must be proctored. The test examiner and the proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Reading of Test Items Aloud

The test examiner must be very careful when reading the tests aloud not to lead the student by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiocassette provides a taped version of the test instructions and test items. The examiner who is to read the tests aloud should consult the tape for the standard approach to reading the material. A printed test (either regular or large-print) or a Braille copy of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

For an oral administration, an audiotape recording must be made of the entire testing session. The audio recording of the testing session shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Appendix C, continued

Audiotape Version of Test

This is the preferred type of oral administration as it provides uniform administration statewide.

The student should have instructional experience with audiocassettes, such as using audiocassette versions of textbooks or taping lectures in class. Unless the student has experience with using audiocassettes, the audiocassette may cause more difficulty than assistance.

The audiocassette may be used in conjunction with a printed test (either regular or large-print) or a Braille test.

ACCOMMODATIONS IN RESPONSE

It is important to remember that even when accommodations are provided, all responses on the assessments should be the student's response, not one interpreted by others.

Student Marks Booklet and Teacher/Proctor Transfer Answers to Answer Sheet

When this accommodation is chosen, student responses must be transcribed to the regular answer document by a school official. The regular answer document and test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The test booklet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Student Responds Verbally, Points, Uses Augmentative Device with Auditory Output, or Indicates an Answer and Teacher/Proctor Marks Answer Sheet

Students who are unable to respond to test items by marking the regular answer document, a Braille or large-print answer sheet, or in a test booklet may have a teacher/proctor record the answers. A audiotape must be made of the exchange. Student responses must be transcribed to the regular answer document by a school official. The regular answer document and audio taped record must be verified by a second school official to ensure that no errors in transcription occurred. The audio taped record shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Braille

Blind and low-vision students may use a Braillewriter to write essays or record answer choices to multiple-choice questions on the Standards of Learning tests. Student responses must be transcribed to

Appendix C, continued

the regular answer document by a school official qualified to read Braille. If a student has written his/her response to the writing assessment with a Braillewriter and has used Braille shorthand, the transcriber shall request the student to spell the English words. The regular answer document and Brailled material must be verified by a second school official to ensure that no errors in transcription occurred. The Brailled material shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Word Processor, Typewriter or Augmentative Communication Device

This accommodation is available for students who are blind or have visual impairments, who do not read Braille, and students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. It allows these students to use a typewriter, word processor, or augmentative communication device to complete the direct-writing assessment portion of the Standards of Learning writing tests. Only augmentative communication devices, which produce student responses verbatim, may be used. If the augmentative communication device produces an auditory output, it should be treated as dictation to a scribe (see next section). It must be documented that the student uses a typewriter, word processor, or augmentative communication device for his/her written work.

The typed or printed essay must be transcribed to the regular answer document by a school official. The regular answer document and student production must be verified by a second school official to ensure that no errors in transcription occurred. The student's production shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Because the regular administration allows the use of a dictionary, a hand-held "spell checker" or the spell checking capacity of a computer can be used, but the student must not be prompted to use it. A document stating that the typed or printed essay is entirely the student's own, and that no "grammar checker" was used must be signed by the student, test examiner, and proctor, and filed with the student's permanent records.

Dictation to a Scribe

Writing Assessment only

The student will dictate (or use an augmentative communication device with auditory output) his/her response to the writing assessment in English to a second person (scribe) who will transcribe it. The session between the student and scribe must be recorded on audiotape and given to Division Director of Testing along with the transcription. The scribe, who should have experience working with the student, must format, capitalize and punctuate only as directed by the student. The scribe's transcription and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The scribe's transcription and taped record shall be retained on file in the office of the Division Director of Testing until the established appeal period is over.

APPENDIX D

STANDARDS OF LEARNING (SOL) ASSESSMENTS

Fall 2004 *English: Writing Test*

<i>School Verification of Receipt of Non-Secure Testing Materials And Reorder Form</i>
--

TO: _____
(DDOT Name)

NO. PAGES: _____
(Including Cover Sheet)

SCHOOL NAME: _____

STC NAME: _____ DATE: _____, 2004

STC INSTRUCTIONS: Complete Section 1 below. If additional testing materials are needed, complete Section 2. Then, fax or deliver this form to your DDOT as soon as possible, but **NO LATER THAN OCTOBER 18, 2004.**

SECTION 1. VERIFICATION OF SHIPMENT: After receipt and verification of your school's Fall 2004 shipment of non-secure SOL Writing testing materials, please complete the information requested in the table below.

Date shipment was delivered to your school: _____	
<p>As indicated on the packing list, all copies of the SOL <i>English: Writing test</i> materials were received in this shipment. If "No," indicate missing materials or discrepancies.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>(Circle One)</p> <p>Yes No</p>
<p>The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. If "No," indicate the problems you experienced.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>(Circle One)</p> <p>Yes No</p>

SECTION 2. REORDER OF MATERIALS: If additional materials are needed, print quantities in the boxes below.

Materials	Ungraded	Grade 8	End-of-Course
<i>School Test Coordinator's Manual</i>		N/A	N/A
<i>Examiner's Manuals</i>	N/A		
Answer Documents	N/A		
<i>School Master File Sheets</i>	N/A		
Scoring Service ID (Header) Sheets	N/A		
Paper Bands		N/A	N/A

Attach additional pages as necessary. This page may be photocopied.

APPENDIX E

Grades 8 and End-Of-Course *English: Writing* Test

Special Test Accommodations Codes

If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Answer document circle number	
•	•	1	flexible schedule (includes breaks during test and multiple test sessions)
•	•	2	group size
•	•	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
•	•	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	•	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	•	6	large-print test
•	•	7	assistance with directions (i.e., simplifying or clarifying directions)
L	•	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	•	9	Braille test / Braille answer document
•	•	10	reading in English of test items (except for <i>English: Reading</i>) If Plan calls for reading the <i>English: Reading</i> test aloud, see #14.
•	•	11	audiotape version of test items (except for <i>English: Reading</i>) If Plan calls for using audiotape version of the <i>English: Reading</i> test, see #15.
L	•	12	interpreting (e.g., signing, transliteration) test items (except for <i>English: Reading</i>) If Plan calls for interpreting the <i>English: Reading</i> , see #16.
L	•	13	communication board / pictorial presentation
•	•	14	reading test items in English on the <i>English: Reading</i> <i>Non-standard</i>
•	•	15	using audiotape version of the <i>English: Reading</i> <i>Non-standard</i>
•	•	16	interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> <i>Non-standard</i>
•	S	17	bilingual dictionary <i>Non-standard</i>
•	•	18	mark in test booklet or student responds verbally
•	•	19	math aids (e.g., abacus, manipulatives)
L	•	20	large-diameter pencil, special pencil, pencil grip
L	•	21	respond by word processor, typewriter, Braille
L	•	22	augmentative communication device
L	•	23	spelling aids: spelling checker, spelling dictionary
L	•	24	tape recorder (pre-writing only)
•	•	25	dictation in English to a scribe (direct-writing sample only) <i>Non-standard</i>
•	•	26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) <i>Non-standard</i>
•	•	27	other
Circles A-B are not available for any test. DO NOT GRID.			

Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

• These accommodations are available as needed.

This page may be photocopied.

Sample Demographic Page of a Grade 8 Student Answer Document

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Appendix F, continued

Sample of an End-of-Course Demographic Page with Pre-ID Label

<h1 style="margin: 0;">Virginia</h1> <p style="margin: 0;">Standards of Learning Assessments</p>		<p>2004 – 2005</p> <p>Answer Document</p>		<h2 style="margin: 0;">ENGLISH: WRITING</h2> <h3 style="margin: 0;">End-of-Course Test</h3>	
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J MC FORM <div style="border: 1px solid black; padding: 2px;"> 1 </div>	K PROMPT NUMBER <div style="border: 1px solid black; padding: 2px;"> 0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9 </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">A STUDENT NAME</td> <td colspan="3">TEACHER</td> </tr> <tr> <td colspan="3">SCHOOL</td> <td colspan="3">SCHOOL DIVISION</td> </tr> <tr> <td>GENDER</td> <td>GRADE</td> <td>DATE OF BIRTH</td> <td colspan="3">TEST DATE (Month/Year)</td> </tr> </table>	A STUDENT NAME			TEACHER			SCHOOL			SCHOOL DIVISION			GENDER	GRADE	DATE OF BIRTH	TEST DATE (Month/Year)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">C DATE OF BIRTH</th> </tr> <tr> <th>MONTH</th> <th>DAY</th> <th>YEAR</th> </tr> <tr> <td><input type="radio"/> Jan</td> <td></td> <td></td> </tr> <tr> <td><input type="radio"/> Feb</td> <td></td> <td></td> </tr> <tr> <td><input type="radio"/> Mar</td> <td>0 0</td> <td>19 0 0</td> </tr> <tr> <td><input type="radio"/> Apr</td> <td>1 1</td> <td>20 1 1</td> </tr> <tr> <td><input type="radio"/> May</td> <td>2 2</td> <td>2 2</td> </tr> <tr> <td><input type="radio"/> Jun</td> <td>3 3</td> <td>3 3</td> </tr> <tr> <td><input type="radio"/> Jul</td> <td>4</td> <td>4 4</td> </tr> <tr> <td><input type="radio"/> Aug</td> <td>5</td> <td>5 5</td> </tr> <tr> <td><input type="radio"/> Sep</td> <td>6</td> <td>6 6</td> </tr> <tr> <td><input type="radio"/> Oct</td> <td>7</td> <td>7 7</td> </tr> <tr> <td><input type="radio"/> Nov</td> <td>8</td> <td>8 8</td> </tr> <tr> <td><input type="radio"/> Dec</td> <td>9</td> <td>9 9</td> </tr> </table>	C DATE OF BIRTH			MONTH	DAY	YEAR	<input type="radio"/> Jan			<input type="radio"/> Feb			<input type="radio"/> Mar	0 0	19 0 0	<input type="radio"/> Apr	1 1	20 1 1	<input type="radio"/> May	2 2	2 2	<input type="radio"/> Jun	3 3	3 3	<input type="radio"/> Jul	4	4 4	<input type="radio"/> Aug	5	5 5	<input type="radio"/> Sep	6	6 6	<input type="radio"/> Oct	7	7 7	<input type="radio"/> Nov	8	8 8	<input type="radio"/> Dec	9	9 9
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B LAST NAME										FIRST NAME										MI	
Grid of bubbles for letters A-Z																					

D GENDER											
<input type="radio"/> Female <input type="radio"/> Male											
E RACE/ETHNICITY											
Grid Only One											
<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian or Pacific Islander <input type="radio"/> Black (Not of Hispanic Origin) <input type="radio"/> Hispanic <input type="radio"/> White (Not of Hispanic Origin) <input type="radio"/> Native Hawaiian <input type="radio"/> Unspecified											
F GRADE											
K 1 2 3 4 5 6 7 8 9 10 11 12 T											

G STUDENT NUMBER									
Grid of bubbles for digits 0-9									

XXXXXXXXXX 015 XX
XXXXX X 96X X
DOB XX/XX/XX GN XX
XXXXXXXXXXXX ETH X
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

VA SOL

**PLACE
PRE-ID
LABEL HERE**

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ISBN 999-8670-60-8

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Appendix F, continued

Sample of an End-of-Course Demographic Page with Pre-ID Label

STUDENT NAME		2004 – 2005 ENGLISH: WRITING End-of-Course Test	
Last Name	First Name		

Q TITLE I / TAS
☐ Reading and Math
☐ Reading
☐ Math
☐ Science
☐ History

R STUDENT CATEGORY
☐ 1
☐ 2
☐ 3

S LIMITED ENGLISH PROFICIENT
☐ A ☐ B ☐ C

T SOA ADJUSTMENT
☐ LEP ☐ Transfer

J X-CODE
☐ A ☐ B ☐ C

**V DISABILITY STATUS
GRID ONLY ONE**

☐ 1

☐ 9

☐ 17

☐ 2

☐ 10

☐ 18

☐ 3

☐ 11

☐ 19

☐ 4

☐ 12

☐ 20

☐ 5

☐ 13

☐ 6

☐ 14

☐ 7

☐ 15

☐ 8

☐ 16

Z TESTING STATUS

☐ 1 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23

GRID ONLY ONE BUBBLE FOR EACH

☐ 1 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23

COMPONENT NOT ADMINISTERED

P FIELD NOT USED

L FIELD NOT USED

M SUB. TEST
☐

N FIELD NOT USED

O N-CODE
☐

W CAREER AND TECHNICAL EDUCATION

SECTION 1

☐ Career/Tech Ed Course
 ☐ Tech Prep Program

SECTION 2

☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ Other 5
 ☐ Other 6

X SPECIAL CODE
☐ A ☐ B ☐ C

Y ADDITIONAL TEST CODES
☐ RETEST

AA SPECIAL TEST ACCOMMODATIONS		SPECIAL TEST ACCOMMODATIONS	
<div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 </div> <div> <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 </div> </div>	<div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 </div> <div> <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 </div> </div>		
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End-of-Course ENGLISH: WRITING

SAMPLES			
A	B	C	D
F	G	H	J
A	B	C	D
F	G	H	J

1 A B C D	11 A B C D	21 A B C D	31 A B C D	41 A B C D
2 F G H J	12 F G H J	22 F G H J	32 F G H J	42 F G H J
3 A B C D	13 A B C D	23 A B C D	33 A B C D	43 A B C D
4 F G H J	14 F G H J	24 F G H J	34 F G H J	44 F G H J
5 A B C D	15 A B C D	25 A B C D	35 A B C D	
6 F G H J	16 F G H J	26 F G H J	36 F G H J	
7 A B C D	17 A B C D	27 A B C D	37 A B C D	
8 F G H J	18 F G H J	28 F G H J	38 F G H J	
9 A B C D	19 A B C D	29 A B C D	39 A B C D	
10 F G H J	20 F G H J	30 F G H J	40 F G H J	

TPC Reflective Bond™ 67055

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

IMPORTANT NOTE: If any of the **Special Test Accommodations (AA)** are gridded, make sure that either **Disability Status (V)** or **Limited English Proficient (S)** has been included on the Pre-ID file or marked in Section S or V.

APPENDIX G

STANDARDS OF LEARNING (SOL) ASSESSMENTS

SOL ENGLISH: WRITING TEST IRREGULARITY FORM

Fall 2004

Division Name

Division and School Code (e.g., 056-0221)

School Name

Date

Grade	Multiple-Choice Form No.	Prompt No.
8 EOC		

Directions to the Examiner and/or STC:

Describe the irregularity in the space below. Then the STC should forward this form to the DDOT for action. The STC must report testing irregularities to the DDOT within 24 hours of occurrence. **Include the name of each student involved in an irregularity that may require students to be retested with an alternate form.**

(PLEASE PRINT)

Description of Irregularity:

Action Taken (to be completed by DDOT):

Irregularity was forwarded to the Department of Education: NO YES _____
(Date)

Signature of STC: _____ Date: _____

Signature of DDOT: _____ Date: _____

The DDOT will fax this form to the Virginia Department of Education, Division of Assessment and Reporting, 804-371-8978.

This page may be photocopied.

APPENDIX H
STANDARDS OF LEARNING (SOL) ASSESSMENTS
Fall 2004 English: Writing Test

SOL SCHOOL TEST COORDINATOR'S
TEST BOOKLET / WRITING PROMPT TRANSMITTAL FORM

Complete form after test administration and return with test booklets and writing prompts to your DDOT.

Division Name: _____ **School Name:** _____

BEFORE TESTING:

Before distributing test booklets/prompts to any Examiner, record the counts shown on packing lists in the "Packing List Quantity" column. Then record the total counts of test booklets and writing prompts received in the school in the corresponding "STC Received" column. Do not count special forms test booklets/prompts; they are recorded on a separate transmittal form. If additional test booklets and/or prompts are received from the DDOT after you have received your school's boxes, be sure to add those counts to the original counts.

AFTER TESTING:

1. Enter the total number of test booklets and prompts packed for return shipment in the corresponding "STC Returned" column. Use this form to record counts of regular-print test booklets and writing prompts. Complete the *Discrepancy Report* on the other pages that follow this form. See Section 7.2 of this manual for instructions on returning the Braille and large-print editions and their accompanying audiotapes. **Do not mark in the "Scoring Center ONLY" column.**
2. This form, including the *Discrepancy Report*, and a photocopy must be returned to your DDOT. Include these materials inside a Set B carton that you have labeled "Transmittal Forms Enclosed."
3. If any test booklet/prompt is lost, an *SOL English: Writing Test Irregularity Form* must be submitted immediately to your DDOT.
4. You **MUST** sign and date the bottom of this form.

Grade / Item	Packing List Quantity	Test Booklets Total Numbers			Packing List Quantity	Writing Prompts Total Numbers		
		STC Received	STC Returned	DO NOT USE Scoring Center ONLY		STC Received	STC Returned	DO NOT USE Scoring Center ONLY
Gr. 8 Writing Test Booklets								
Gr. 8 Prompt 961								
Gr. 8 Prompt 962								
EOC Writing Test Booklets								
EOC Prompt 271								
EOC Prompt 272								

STC's Signature: _____ Date: _____

DDOT's Signature: _____ Date: _____

This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Fall 2004

**SCHOOL TEST COORDINATOR'S QUANTITY DISCREPANCY REPORT FOR
ENGLISH: WRITING**

DDOT: In each section, check the appropriate box. If the second box is checked, fill in the blanks to describe each discrepancy.

1. Packing List/Receipt and Packaging Discrepancies (including supplemental shipments)

- ☐ No discrepancies were noted between quantities on the packing list (and as appropriate, packing lists for supplemental shipments from Harcourt) and quantities actually received.
- ☐ The following discrepancies were noted:
- grade _____ test booklet or grade _____ prompt number _____
Packing list indicated _____ booklets/prompts shipped, but we received _____ booklets/prompts.
Package was supposed to contain _____ booklets/prompts, but only _____ were enclosed*.
 - grade _____ test booklet or grade _____ prompt number _____
Packing list indicated _____ booklets/prompts shipped, but we received _____ booklets/prompts.
Package was supposed to contain _____ booklets/prompts, but only _____ were enclosed*.
 - grade _____ test booklet or grade _____ prompt number _____
Packing list indicated _____ booklets/prompts shipped, but we received _____ booklets/prompts.
Package was supposed to contain _____ booklets/prompts, but only _____ were enclosed*.

*Please attach a photocopy of the package cover sheet.

2. Booklets/Prompts Lost or Removed from School Control During Testing

- ☐ No booklets/prompts were lost, and none were forwarded to the DDOT/Department of Education.
- ☐ The following booklets/prompts were lost or forwarded to the DDOT/Department of Education due to a testing irregularity:
- grade _____ test booklet or grade _____ prompt number _____
Number of copies (circle one) lost/forwarded _____
Date irregularity reported to DDOT _____; irregularity number _____
 - grade _____ test booklet or grade _____ prompt number _____
Number of copies (circle one) lost/forwarded _____
Date irregularity reported to DDOT _____; irregularity number _____

Appendix H, continued

3. Booklets/Prompts Transferred at the DDOT's Direction to Another School(s)

- ☐ No booklets / prompts were transferred to another school; all booklets / prompts received by this school remained in this school.
- ☐ The following booklets / prompts were transferred at the DDOT's direction:
 - grade_____test booklet or grade_____prompt number_____
 - Number of copies transferred_____
 - Date transfer was directed by the DDOT_____
 - grade_____test booklet or grade_____prompt number_____
 - Number of copies transferred_____
 - Date transfer was directed by the DDOT_____

4. Supplemental Booklets/Prompts Received from the DDOT's Division Overage

- ☐ No supplemental booklets / prompts were received from the DDOT's division overage.
- ☐ The following supplemental booklets / prompts were received from the DDOT's division overage.
 - grade_____test booklet or grade_____prompt number_____
 - Number of copies received from the DDOT_____
 - grade_____test booklet or grade_____prompt number_____
 - Number of copies received from the DDOT_____

5. Booklets to be Retained in the DDOT's Files Until Scores Are Verified

- ☐ No booklets in which students recorded their answers are to be retained in the DDOT's files until scores are verified.
- ☐ The following quantities of test booklets were used by students who had the accommodation of recording their answers in the test booklet. The booklets must be retained in the DDOT's files until scores are verified.
 - Number of grade 8 test booklets to be retained_____
 - Number of EOC test booklets to be retained_____

This page may be photocopied.

APPENDIX I

Sample Writing Test Booklet Package Cover Sheet



GRADE 8
ENGLISH: WRITING
SET XXXXXX
Cover Sheet

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING FORM:
8XXXX
- AFTER OPENING THIS PACKAGE BUT BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:
 1. Count the number of test booklets contained in this package.
 2. Check the one box that is applicable and explain any discrepancy.

☐

There were **5** test booklets in this package.

☐

There were **NOT 5** test booklets in this package.

Discrepancy: _____

3. Signature _____ Date _____
4. Return this cover sheet to the STC along with all enclosed test booklets immediately after the testing session has concluded.

COVER SHEET ISBN: 999XXXXXXX

PKG SIZE: **5**

ISBN: 999XXXXXXX

These forms MAY be used for read-aloud administration.

This form may be photocopied.

Sample Writing Prompt Cover Sheet



END OF COURSE
ENGLISH: WRITING
PROMPT XXXXXXXX
Cover Sheet

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING PROMPT:

XXX

- AFTER OPENING THIS PACKAGE **BUT** BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:
 1. Count the number of writing prompts contained in this package.
 2. Check the one box that is applicable and explain any discrepancy.

☐

There were **10** writing prompts
in this package.

☐

There were **NOT 10** writing
prompts in this package.

Discrepancy: _____

3. Signature _____ Date _____
4. Return this cover sheet to the STC along with all enclosed writing prompts immediately after the testing session has concluded.

COVER SHEET ISBN: 999XXXXXXX

PKG SIZE: **10**

ISBN: 999XXXXXXX

**These prompts MAY be used for
read-aloud administration.**

This form may be photocopied.

APPENDIX J

SOL EXAMINER'S/PROCTOR'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

Fall 2004

English: Writing Test

Division Name: _____ **School:** _____

Grade Level: _____

School Test Coordinators: Use this form to sign test booklets in and out to Examiners/Proctors in your school. List each Examiner's/Proctor's name in the far-left column. Use the second column to list the number of test booklets assigned to each Examiner/Proctor. The Examiner/Proctor should initial the "Out" column when receiving test booklets. The STC must initial the "In" column at the end of the day when test booklets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of test booklets distributed before initialing this form.

EXAMINER'S/PROCTOR'S AFFIDAVIT: After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Assessments *English: Writing* test according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

Examiner's Name (Proctor's Name)	Test Booklet Quantity	OUT EXAMINER'S/ PROCTOR'S INITIALS	IN STC'S INITIALS	EXAMINER'S/PROCTOR'S AFFIDAVIT
				Examiners and Proctors are to sign in this column only AFTER reading statements 1-4 above.

NOTES TO STC: 1. At the close of test administration, this completed page must be forwarded to your DDOT who will keep it on file.
2. This page may be photocopied.

SOL EXAMINER'S/PROCTOR'S WRITING PROMPT TRANSMITTAL FORM/AFFIDAVIT

English: Writing Test

Division Name: _____ **School:** _____

Grade Level:

EXAMINER'S/PROCTOR'S AFFIDAVIT: After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Assessments *English: Writing* test according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

[illegible]

NOTES TO STC: 1. At the close of test administration, this completed page must be forwarded to your DDOT who will keep it on file.

2. This page may be photocopied.

APPENDIX N

STANDARDS OF LEARNING (SOL) ASSESSMENTS ENGLISH: WRITING TEST FALL 2004

SOL ENGLISH: WRITING SPECIAL TEST FORMS CLASSROOM TRANSMITTAL DOCUMENT

*For use by the STC when distributing Special Test Forms Kits to the Examiners prior to testing,
and for use by the Examiner when returning Special Test Forms materials to the STC following testing.*

SCHOOL NAME: _____								
EXAMINER'S NAME: _____								
	Regular Audio Kit	Braille Kit	Large- Print Kit	Kits Received		Kits Returned		Comments
				Quantity Received	EM's Initials ¹	Quantity Returned	STC's Initials ²	
Grade 8 Writing Multiple-Choice								
Grade 8 Writing Prompts								
EOC Writing Multiple-Choice								
EOC Writing Prompts								

¹ Before test administration

² After test administration

After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit."

Examiner's Affidavit

1. I administered the Standards of Learning (SOL) Assessment *English: Writing* test according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an advantage over other students.
4. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading statements 1 – 4 above.

Examiner's Signature

NOTES for STC:

1. At the close of administration, this completed page must be forwarded to your DDOT where it will be kept on file.
2. This page may be photocopied.

Appendix N, continued

STANDARDS OF LEARNING (SOL) ASSESSMENTS

English: Writing Test
Fall 2004

SOL ENGLISH: WRITING SPECIAL TEST FORMS SCHOOL TRANSMITTAL DOCUMENT

For use by the DDOT when distributing Special Test Forms Kits to the STC prior to testing,
and for use by the STC when returning secure materials to the DDOT following testing.

SCHOOL NAME: _____								
EXAMINER'S NAME: _____								
	Regular Audio Kit	Braille Kit	Large- Print Kit	Kits Received		Kits Returned		Comments
				Quantity Received	STC's Initials ¹	Quantity Returned	DDOT's Initials ²	
Grade 8 Writing Multiple-Choice								
Grade 8 Writing Prompts								
EOC Writing Multiple-Choice								
EOC Writing Prompts								

¹ Before test administration
² After test administration

BEFORE TESTING: Verify the receipt of secure Special Test Form Kits at the school.

STC's Signature: _____ DDOT's Signature: _____ Date: _____

AFTER TESTING: Verify the return of secure Special Test Form Kits to the DDOT.

STC's Signature: _____ DDOT's Signature: _____ Date: _____

NOTES for STC:
1. At the close of administration, this completed page must be forwarded to your DDOT where it will be kept on file.
2. This page may be photocopied.

APPENDIX O
STANDARDS OF LEARNING (SOL) ASSESSMENTS

Fall 2004 *English: Writing* Test

SOL SCHOOL AFFIDAVIT

Division Name: _____

School Name: _____

This affidavit must be signed and dated by the STC and then signed and dated by the building principal. The Division Director of Testing must keep these signed affidavits on file.

AFFIDAVIT

I certify that, to my knowledge, no one in the building has copied, reproduced, or had improper access to the Standards of Learning (SOL) Assessments *English: Writing* test booklets or writing prompts, or to any questions from them. All SOL writing test booklets, writing prompts, scorable answer documents, and all other secure test materials have been returned to the Division Director of Testing as directed in the *SOL School Test Coordinator's Manual*.

STC Name (printed or typed):	STC's Signature:	Date:
Building Principal's Name: (printed or typed)	Building Principal's Signature:	Date:

Forward this completed form to your DDOT as outlined in Section 6.6 of this *STC Manual*. You may want to keep a copy of the completed form for your files.

This page may be photocopied.

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STC'S CHECKLISTS

Activities During Test Administration

- ☐ 1. On each day of testing, check out secure test materials to Examiners (Section 5.2.1) and collect all materials at the end of each testing session (Section 5.2.4).
- ☐ 2. Monitor all testing sessions (Section 5.2.2 and Section 5.3.2).
- ☐ 3. Assist Examiners in identifying and resolving testing irregularities (Section 5.2.3 and Section 5.3.3).
- ☐ 4. Ensure that make-up sessions are properly administered (Section 5.4).

Activities After Test Administration

- ☐ 1. After all testing sessions have been completed, verify receipt of all test materials from all Examiners (Section 6.1).
- ☐ 2. Verify scorable materials received from Examiners (Section 6.2).
- ☐ 3. Assemble and deliver all Set A scorable test materials to your DDOT (Section 6.3).
- ☐ 4. Assemble and deliver all Set B non-scorable test materials to your DDOT (Section 6.4).
- ☐ 5. Dispose of all other test materials according to directions (Section 6.5).
- ☐ 6. Prepare and transmit SOL affidavits and *Test Security Agreements* (Section 6.6).

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

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